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ABSTRACT

The St. Louis Missouri Teachers Center Minigrant Program provides funds (up to $750.00) for individuals to use in developing specific educational projects. A study was made on what impact a minigrant program had on project developers and the educational systems they served. Data were collected through participant observation, recorded interviews, and examination of documents. The following implications were noted: (1) Teachers developed projects based on needs expressed at several levels: classroom, building, and district; (2) Teachers designed useful materials and workshop programs and learned about curriculum, publication, working with others, and implementing projects with students, and developed confidence in themselves as professionals; (3) Completed projects provided satisfaction and a sense of accomplishment; (4) Teachers involved in curriculum development exhibited a strong tendency to design materials grounded in the realities of classroom instruction; (5) The program served as a catalyst for teacher involvement in projects that lead to knowledge of teaching and learning; and (6) Projects had a positive impact at classroom, building, and district levels. Findings are portrayed through case studies of the 49 projects and discussions on the data. The report also includes discussion of the study background, problem, and methodology. A minigrant application form is appended. (Author/JD)

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INDIVIDUAL AND SYSTEMIC CHANGES MEDIATED BY A SMALL EDUCATIONAL GRANT PROGRAM

FINAL REPORT

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Thanks also to Louis Smith for his advice along the way and to the St. Louis Metropolitan Teacher Center Staff, and Policy Board for their interest and support. I extend appreciation to those many teachers who cooperated in this research effort.

ABSTRACT

The St. Louis Metropolitan Teacher Center (SLMTC) is one of several centers funded by the United States Department of Education Teacher Center Program. The major thrust of SLMTC is to provide opportunities for inservice education that are based upon teacher identified needs. The program has two main components: inservice workshops/courses and minigrants.

The research focused on the Minigrant Program which provides small amounts of funds (up to $750.00) for individuals to use in developing specific educational projects. The impetus for the study originated with the SLMTC Policy Board and the author's curiosity regarding teacher involvement in projects they themselves design. A proposal entitled The St. Louis Metropolitan Teacher Center Minigrant Program: A Case Study was submitted and subsequently funded by the Teachers' Center Exchange Mini Award Program for Research On Experienced Teacher Centers in September, 1980.

The initial problem posed for the study was what impact have minigrant projects had on project developers and the educational systems they represent? The research had three major objectives: (1) to determine the impact of participation in the program on project developers, (2) to determine the impact of participation in the Minigrant Program on systemic innovation and change, and (3) to develop a more basic understanding regarding what happens to projects after the conclusion of funding. These objectives prompted several "foreshadowed problems" (Malinowski, 1922) which were initially helpful in guiding the research.

Ethnographic methods were employed. Data was collected through participant observation, recorded interviews and examination of documents. The "triangulation" (Denzin, 1970) that results from multiple methods

supported the research objectives outlined earlier. All participants gave their informed consent and the researcher gave assurances that their anonymity would be protected.

The findings are portrayed through a descriptive narrative which takes the form of extended case studies and discussions of data across the 49 projects in the study. The following implications are noted: (1) Teachers in this study developed projects which were based upon needs expressed at several levels: classroom, building and district; (2) Teachers not only designed useful materials and workshop programs, they experienced a good deal of learning about curriculum, publication, working with others, implementing projects with students and developed confidence in themselves as professionals; (3) For many project developers, completed projects provided a high level of satisfaction and a sense of accomplishment which in turn served as a platform for formulating future goals; (4) Teachers who were involved in curriculum development projects exhibited the strong tendency to design materials that were grounded in the realities of classroom instruction (i.e., needs and interests of students, classroom organization that facilitates small group study and individualized attention, student responsibility for learning); (5) The Teacher Center and Minigrant Program serve as a catalyst for teacher involvement in projects that lead to knowledge of teaching and learning on the part of participants; and (6) Projects demonstrated positive impact at classroom, building and school district levels which suggests the hypothesis that teachers can influence systemic innovation and change through their involvement in educational projects they, themselves, design.

This report is organized into four sections. The first section presents a context for the research and briefly cites the author's perspective and background information on the Minigrant Program. The

second section describes the origin of the problem and states the objectives for the research and the methodology that was employed. Third, the findings in the form of a descriptive narrative and interpretations are discussed. The fourth section provides a summary and sketches some of the implications suggested by the findings.

SECTION I: THE RESEARCH CONTEXT

> Teaching is unique. No other occupation can claim a membership of over two million college graduates and tens of thousands with advanced degrees. To expect teachers to contribute to the development of their occupational knowledge seems reasonable; to the extent that they do, their future standing and work circumstances will benefit (Lortie, 1974, pp. 243-244).

CHAPTER I

INTRODUCTION

1.1 A Personal Perspective

Before joining the St. Louis Metropolitan Teacher Center I was a high school Biology teacher and science department chairperson. I began my career in the early 1960's, a period characterized by the great surge of curriculum development in science, mathematics and social studies. It was during that period that I became involved in the National Science Foundation summer institutes and academic year study programs. Those experiences have had lasting effects on me as a science educator and now as the Director of a Teacher Center. Those NSF programs brought about significant changes in the way I viewed teaching, the ways I organized for instruction and relationships with students, parents and colleagues. It was through those process oriented programs that I began to see how the cooperative efforts of a diverse group of people could lead to improvements in education.

In 1971, I became the chairperson of the science department of a new open plan high school. The principals and teachers worked together to conceptualize a curriculum which in turn dictated the open architectural

design. That, too, was an expansive time like the early '60's. It was during that time that the members of the science department developed a plan for a continuous progress science curriculum and secured funds (ESEA Title III, now IVc) to implement the plan. The project had a strong inservice component consisting primarily of summer workshops for curriculum development. The workshops brought together teachers from several school districts across the St. Louis Metropolitan area and provided a forum for exchanging ideas, many of which found their way into the materials and classroom management strategies which were developed. That program is still in operation, largely because teachers recognized a need, developed a grant proposal, secured administrative support and got the proposal funded. The successful securing of funds through Title III and the subsequent development, implementation and evaluation of the project had a tremendous impact on my personal and professional life. The experience was characterized by feelings of pride, accomplishment and a sense of being capable of not only identifying problems but finding solutions. Others who were involved in the project, especially the core group at the school, had similar experiences.

As the Director of a Teacher Center I began to wonder if our Minigrant Program, which provides an avenue for local initiative in developing and implementing educational projects, may have a potentially similar influence. Thus, this research proposal aimed at discovering the impact of a small educational grant program on the professional lives of teachers, their colleagues, students and the school systems of which they are a part.

1.2 Background Information On The Minigrant Program

The St. Louis Metropolitan Teacher Center (SLMTC) has been operational since August, 1978. During the time of the study, the Center offered a variety of services to teachers in eight public and two non-public school districts in the St. Louis Metropolitan area. The Teacher Center service range was approximately 100 miles and 4,500 teachers and administrators and 71,000 children were involved.

The following excerpt from the Proposal To Plan and Establish The St. Louis Metropolitan Teacher Center (1978) describes the program.

> The inservice program of the St. Louis Metropolitan Teacher Center will be executed at two levels. The teacher identified needs that are common across several of the districts will be organized into activities by the staff of the proposed teacher center. District and building specific needs will be addressed through a series of teacher initiated minigrants for planning and operating the appropriate inservice activities. The teacher center staff will provide coordination and technical assistance to such efforts (p. 30).

And, later an objective:

> A minigrant program will be established to help teachers in each school district plan and execute site specific inservice activities (p. 35).

The Minigrant Program involves a process. A teacher (or group of teachers and/or principals, and other personnel) somehow get an idea for a project. The idea is then translated into a proposal which involves securing guidelines and application forms through local Teacher Center building representatives, Policy Board members or by a direct request to the Center. The application is passed along to the local Policy Board representatives who must sign off. When the program was started in 1978 the Policy Board felt this step was necessary to make sure that proposed projects would not be in conflict with policies within each district served by the program. The proposals are then forwarded to the Teacher Center Minigrant Coordinator who reproduces and sends copies to members of

the Minigrant Screening Committee. It is the Committee's task to rate the proposals according to such points as demonstrated need, description of the target population, objectives, methods of implementation, evaluation plan and budget. The average ratings on the proposals establish rankings which provide order to the Committee's deliberations and a point of departure for discussing the merits of the proposals. These meetings which occur three times each year (following the three grant period deadlines: October 1, January 1, and April 1) produce the funding decisions.

The Minigrant Coordinator serves as a member of the Screening Committee (ex-officio) and a liaison between the decisions of the Committee and proposal writers. The Coordinator is responsible for notifying the authors regarding the decisions of the Committee. The Coordinator is also responsible for bringing the awardees together and getting their projects started as well as seeing them through to completion. This includes such tasks as helping project authors to implement suggested changes made by the Minigrant Screening Committee, responding to requests for funds, providing assistance with the ordering of materials, project visitations and processing the final evaluations.

The evaluation component of the program asks each author to think in terms of the attainment of objectives and the process of implementation. The goal of the evaluation document is to provide the Center with sufficient information that will help others adopt and implement what has been done. Dissemination of information about projects occurs through the SLMTC newsletter (O.U.T.R.E.A.C.H.), a Minigrant Catalogue, Minigrant "Fairs" which are often held in conjunction with open house, and through workshops at the Center which are led by project authors. Copies of all materials developed are on file at the Center and teachers from the area frequently visit and examine what has been produced. The Center also

receives mail and telephone requests (local, regional, national) for copies of minigrant products. These are supplied for the costs of xeroxing and mailing.

The Minigrant Program provides up to $750.00 for approved projects. The Policy Board wanted to establish an amount that would stimulate involvement and yet not become an end in itself. The origin of the decision to make the maximum grant allocation $750.00 was not clear. However, it was clear that the principal author of the Teacher Center proposal saw a linkage between a Minigrant Program offering small amounts of funds and the release of creative energies among teachers.

> ...it seemed to me that something like a minigrant might... be able to release some creative energies, might get some things going, might help teachers feel a lot more professional about what they were doing, a lot more involved...and it might release some energies in the school that would have some kind of side benefit payoffs (Dr. Wayland Peters, taped interview, 4/22/81).

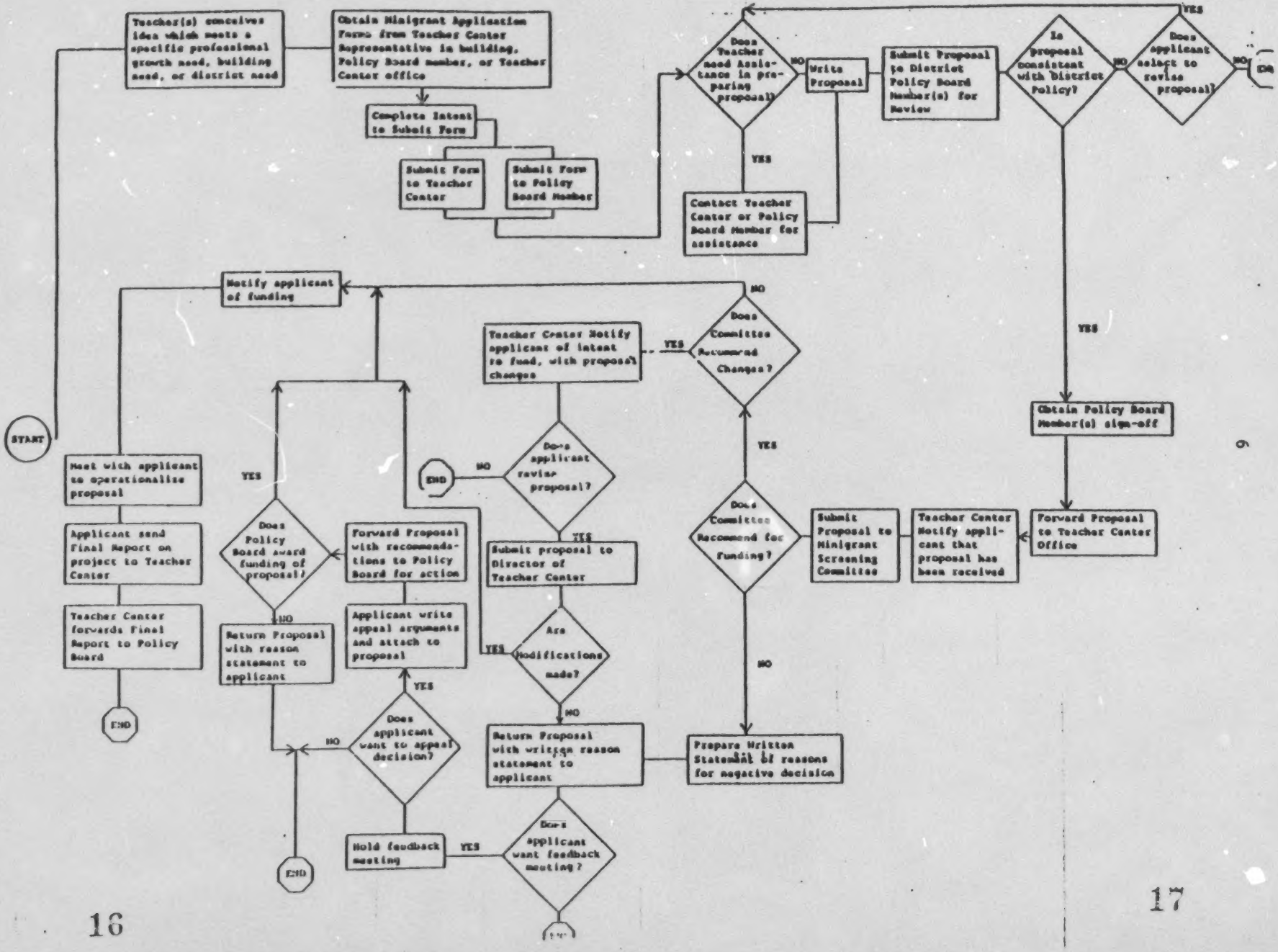
The minigrant was thought of as a possible infectious device that could potentially draw others into the process of designing projects to meet some local need.

Figure 1.2-1 provides a flow chart of the minigrant process. The chart lists additional steps that were not covered in the preceding discussion and is presented to make the reader aware of the structure which surrounds the Minigrant Program. The reader should refer to the Appendix for a copy of the Minigrant Application which includes guidelines and other information for project authors.

Insert Figure 1.2-1 About Here

Figure 1.2-1

METROPOLITAN TEACHER CENTER MINIGRANT PROCESS


START
Teacher(s) conceives idea which meets a specific professional growth need, building need, or district need
Obtain Minigrant Application Forms from Teacher Center Representative in building, Policy Board member, or Teacher Center office
Complete Intent to Submit Form
Submit Form to Teacher Center
Submit Form to Policy Board Member
Does Teacher need Assistance in preparing proposal?
YES
NO
Contact Teacher Center or Policy Board Member for assistance
Write Proposal
Submit Proposal to District Policy Board Member(s) for Review
Is proposal consistent with District Policy?
NO
Does applicant select to revise proposal?
NO
END
YES
YES
Obtain Policy Board Member(s) sign-off
Forward Proposal to Teacher Center Office
Teacher Center Notify applicant that proposal has been received
Submit Proposal to Minigrant Screening Committee
Does Committee Recommend for Funding?
YES
NO
Prepare Written Statement of reasons for negative decision
Does Committee Recommend Changes?
YES
NO
Teacher Center Notify applicant of intent to fund, with proposed changes
Does applicant revise proposal?
NO
END
YES
Submit proposal to Director of Teacher Center
Are modifications made?
YES
NO
Return Proposal with written reason statement to applicant
Does applicant want feedback meeting?
YES
Hold feedback meeting
Does applicant want to appeal decision?
YES
NO
Applicant write appeal arguments and attach to proposal
Forward Proposal with recommendations to Policy Board for action
Does Policy Board award funding of proposal?
YES
NO
Return Proposal with reason statement to applicant
END
Notify applicant of funding
Meet with applicant to operationalize proposal
Applicant send Final Report on project to Teacher Center
Teacher Center forwards Final Report to Policy Board
END

SECTION II: AN APPROACH TO THE STUDY OF A TEACHER CENTER PROGRAM

> The general point is that the problems are all around, pass by the investigator in varying guises, and mostly need only to be recognized for their possibilities (Smith, 1978, p. 329).

CHAPTER II

THE PROBLEM

2.1 Evolution of the Problem

Devaney (1976) believes that the basic purpose of teacher centers is to help teachers enrich the curriculum of their own classrooms through greater involvement in the curriculum development process. Devaney's assumption is that teachers have the major influence on the schooling of children and are pivotal to the development of curriculum material that will help children learn. When teachers become involved in the development of their own curricula they vary from their traditional role as consumers of what others produce and control (House, 1974; Sarason, 1971). Fullan (1972) believes that teachers are more apt to use the materials they themselves have helped to develop, a view which tends to be confirmed by Berman and McLaughlin (1975). However, teachers typically have had little involvement in the development of innovations they were expected to implement (House, 1974). Lipham (1964) has observed that in resisting innovations imposed on them by administrators, teachers experience a decline in certain valued characteristics of their identities as teachers. Berman and McLaughlin (1975) believe that teacher involvement in the development of curriculum materials can be a positive force in the

implementation of those materials within classrooms. However there are still those who believe that teacher involvement in curriculum development is a "myth" (Orlikow, 1979) and that teachers lack the skills, contacts, time and desire to actualize the role of curriculum developers (Anderson, 1979). Others (Gray, 1974; Marsh, 1977; Johnson, 1976) believe that teachers are becoming more involved in local curriculum development programs. The four primary functions of the teacher (dreamer, designer, developer and diagnostician) provides a foundation for expanded roles for teachers (Eckert, 1973).

Teachers are becoming increasingly more involved in educational leadership but little is known as to how teachers are supposed to behave regarding their expanded roles in education. Lortie (1975) cites the lack of descriptive studies on possible new roles for teachers at a time when teachers are becoming more involved in educational affairs. Lortie maintains that without empirical studies of teaching work the possibilities for new roles for teachers in the future is remote.

2.2 Problem Statement

In the most general sense, the problem is what impact have minigrant projects had on project developers and the educational systems of which they are a part? The author was not merely interested in the kinds of products or processes produced and their utilization, but also in the impact of the program which could be reported at a personal/psychological level. The following excerpt from the Berman and McLaughlin studies of educational change (1975) helps to clarify the kinds of impact that might be expected at the personal/psychological level.

> In each of these projects, the staff spent a substantial amount of time developing materials to use in the project classrooms. These materials were developed from scratch or put together from bits of commercially developed materials. Although these

> activities were undertaken because the staff felt it couldn't locate commercial materials, we believe that the real contribution was psychological--providing the staff with a sense of involvement and mutual support. Working together to develop materials for the project gave the staff a sense of pride in its own accomplishments, a sense of 'ownership' in the project, an opportunity to think through the concepts which underlay the project, and an important chance to communicate with other members of the staff. It broke down the traditional isolation of the classroom teacher and provided a sense of 'professionalism' and cooperation not usually available in the school setting (Vol. III, pp. 11-12).

The author was also intrigued by a number of other issues relative to innovation and change (individual/building/district) which may be linked to the Minigrant Program. Again, an excerpt from Berman and McLaughlin (1975) provides the focus.

> The social and peer climate of the school helps to determine project success. For change to be "visible,' it has to have had a fairly dramatic and widespread impact on the school. But these projects had other impacts which, although not as visible, may in the aggregate be as important. First, there is the phenomenon of the isolated teacher who, alone among that school's staff, was affected, did change, and will persist in that change. In almost every school we visited there was at least one teacher who significantly departed from that school's norms and enacted a large portion of the project's techniques. Such 'loners' have a difficult role to sustain, but they were an important part of the project's accomplishments (Vol. III, p. 47).

This research, therefore, was interested not only in systemic change but also in the characteristics of individuals who may be influential in bringing about school improvement through systemic innovation and change.

2.3 Objectives

This research on the Minigrant Program had three major objectives.

1. To determine the impact of participation in the Minigrant Program on project developers.

2. To determine the impact of participation in the Minigrant Program on systemic innovation and change.

3. To develop a more basic understanding regarding what happens to projects after the conclusion of funding.

These objectives prompted an initial set of "foreshadowed problems" (Malinowski, 1922) which were initially helpful to the implementation of the research.

1. What kinds of products and/or processes were developed?
2. Have minigrant recipients undergone changes in their own perceived ability to solve local educational problems?
3. Have minigrant recipients experienced changes in attitude toward children, colleagues and teaching?
4. Is there a "ripple effect"; do minigrant participants influence others to participate in the program?
5. Are projects continued after funding?
6. How do administrators perceive the Minigrant Program?
7. To what extent has the Minigrant Program encouraged or supported innovation and change at the individual, building and district level?

In summary, these preliminary questions led to those elements of the Minigrant Program the researcher initially wanted to examine. Generally speaking, they point to antecedents and consequences mediated by a small educational grant program.

2.4 Definitions

The preceding discussion used a number of terms that require definition. The list includes Minigrant Program, impact, developer, innovation and change.

The Minigrant Program was discussed at some length earlier in this paper. The program is one element of the St. Louis Metropolitan Teacher Center. Minigrants provide up to $750.00 for projects proposed by a diversity of educational personnel. The funds can be used for developing curriculum or plans for specific staff development programs. Projects are funded on a competitive basis with the Minigrant Screening Committee serving as the primary decision making group for funded projects. The

Committee is staffed by teacher representatives from school districts in the SLMTC consortium.

Impact could be defined as a "collision communicating force" or the force which results from the interaction of two or more objects or events. In the physical sciences, particles are known to interact with each other in such ways so as to exert forces on each other (Shortley, 1959). A force could be thought of as a push or pull on an object which tends to change its motion. The change may result in increased or decreased speed or deviation of the object along its path (Sienko, 1966). However particles and objects are far removed from a discussion of educators and the curriculum products or processes they develop.

Although the Berman and McLaughlin (1975) studies of educational change do not specifically define impact, the findings suggest certain descriptors of impact which are helpful to the development of a conceptual definition. These include the degree to which changes are brought about among participants (i.e., teachers, principals, children) and institutions (i.e., building, district, community) within federally funded change agent projects. More specifically these changes include: (1) the importance that participants attach to being able to develop their own materials, (2) the benefits accruing to building and district units as a result of participant involvement in the development of projects, (3) alteration of attitudes as a result of involvement in educational projects, (4) changes in status among participants, (5) increases in teamwork and willingness to share ideas, and (6) the degree to which projects are implemented and continued.

The federal regulations for the Teacher Center program allowed for a wide range of participants. Participation in the Minigrant Program is open to a variety of personnel which, in this paper, are referred to as

developers. The SLMTC Policy Board placed its emphasis on the nature of the project (i.e., must have some potential benefit for students) rather than a delineation of the kinds of participants that could use the Minigrant Program. After two years of program operation, the typical users have been classroom teachers, principals, district curriculum consultants, guidance counselors and librarians. Among these it was classroom teachers that formed the majority.

Project developers are those participants who take direct initiative in preparing the minigrant proposal and assume the responsibility for project management.

Innovation is defined "as a deliberate, novel, specific change, which is thought to be more efficacious in accomplishing the goals of a system" (Miles, 1964, p. 14). Miles defines change as an alteration in goals, structure or processes of a system between time one and time two.

2.5 Summary Statement

In the most narrow sense, this research was important to the St. Louis Metropolitan Teacher Center Policy Board who wanted to understand how the program has affected participants. The Policy Board viewed the investigation as important to the future design or redesign of the program. Other teacher centers or institutions interested in starting small educational grant programs will be able to use the findings to design and direct their own efforts. School districts, institutions of higher education, state agencies, and regional laboratories may find the study useful to the design of staff development programs at multiple levels. In the broadest sense, the research is seen as a contribution to the literature related to the involvement of teachers in innovation and change within educational organizations (Sarason, 1971; House, 1974; Berman, 1975) and the schemas

of those involved in developing and implementing educational projects (McClelland, 1951).

CHAPTER III

METHODOLOGY

3.1 Methods and Procedures

Between January 1, 1979 and October 1, 1980 84 minigrant projects were funded by SLMTC. Project topics represented a diversity of content and process areas and have included curriculum development in reading, science, math, language arts and strategies for team building, classroom management and identification of community resources. Projects have come from all levels (i.e., central office, high school, junior high school, elementary) and a variety of roles (i.e., classroom teacher, principal, special educator, librarian, counselor, district curriculum consultant). It was the diversity of projects, participants and levels that made the program at the same time so interesting in terms of inquiry and challenging in terms of methodology.

Some significant methodological questions were posed by the diverse nature of the minigrant projects. How does one go about collecting data that will lead to the achievement of objectives for the study of the Minigrant Program? What kinds of methods are useful to the development of a theory that fits the Minigrant Program? Projects vary according to individual and school-based needs, goals, implementation settings and socio-economic context. What sorts of methods will allow for the discovery of multiple variables? What kinds of methods will lead to a more holistic understanding of the impact of the Minigrant Program?

These questions suggested a need for close involvement with project

developers and others involved in minigrant projects. Participant observation has been used successfully by a number of researchers operating in a variety of settings (Smith & Keith, 1971; Pohland, 1970; Smith & Geoffrey, 1968; Wolcott, 1973), and was utilized in this study in such events as meetings of the Minigrant Screening Committee, awareness sessions with project developers, implementation activities and classroom visits. Maslow (1965) summarizes the role of participant observer in the following manner:

> ...he doesn't design, control, manipulate or change anything. Ultimately he is a noninterfering observer and a good reporter (p. 13).

More than 100 hours were logged in the study of 49 minigrant projects as a participant observer between September 1, 1980 and June 1, 1981. Participant observations occurred in such settings as classrooms, resource rooms, the community or teacher center; wherever project activities were developed and implemented. Field and summary notes and spur of the moment observations provided the data base from observational settings.

Interviews with project developers were also used in building the data base. Ninety-one persons were interviewed involving approximately 70 hours of interview time (September 1, 1980-June 1, 1981). Interviews, largely semi-structured (Merton, 1956) included brief conversations and more lengthy talks with those involved in minigrant projects. In most cases, interviews were tape recorded and translated into more than 300 pages of transcripts which provided an important data source. The "foreshadowed problems" listed earlier provided the topic areas for initial interview questions. Within the framework of initial questions the researcher was alert to new directions suggested by the interview situations.

In addition to observations and interviews, a variety of documents

was also examined as possible data sources. These included minigrant products, proposals, correspondence, records of the Minigrant Screening Committee meetings, Policy Board Minutes, minutes of school board meetings, news releases, and letters. Data collected through interviews, observations and examination of documents were utilized in the development of a descriptive narrative. The "triangulation" (Denzin, 1970) which resulted from the use of multiple data sources was viewed as a step toward greater accuracy in the organization of data and presentation of the events under study.

However, one does not employ field study methods without some sort of systematic planning as to their utilization. Diesing (1971) outlines several steps which were useful to the implementation of a case study approach. He cites: (1) prior preparation, (2) activities in the field, (3) discovery and interpretation of themes, (4) clinical evidence, (5) building a model, (6) explanations, and (7) reporting as one way to conceptualize the task sequence. Basic to these steps is the importance associated with prior preparation including the anthropological importance of knowing the "local language" and social/political climate. As a participant observer this is key to successful entry to field study situations. Smith and Geoffrey's 1968 study of the urban classroom emphasizes the importance of prior thought regarding the local culture as an antecedent to the acceptance of the researcher by the local community. This has also been demonstrated by a number of others (Whyte, 1943; Becker et al., 1961; Homans, 1950). Since the researcher had a high level of involvement in districts served by the Center entry to field study sites was not a problem. The broad goal of the research was not just a "journalistic description," but also the generation of "empirical propositions" (Zelditch, 1962) and "grounded theory" (Glaser & Straus,

1967) about small educational grant programs and their impact upon those involved.

This paper is intended as an initial step toward the development of a theory of systemic improvement of schooling. A second step in this process will be another paper available in June, 1982. The author welcomes the thoughts, insights and suggestions of others interested in the themes which have emerged from this initial effort.

3.2 Sampling Plan

Sampling techniques for participant observation studies are not well developed. However, Malinowski's (1922) notion of "being around for the events of everyday life" and Glaser and Straus's (1967) concept of "theoretical sampling" give helpful direction. More recently Smith and Pohland (1974) derived a method of "descriptive sampling" which the author has found useful in guiding the selection of research situations in this study. It is similar to the "stratified random sampling" technique described by Kerlinger (1973).

The author selected three projects on the basis of unique features each offered to the greater understanding of impact discussed earlier. One project focused on curriculum development at the junior high school level and involved a first year teacher. Another project concerned itself with a stress problem within a school district which resulted in the organization of a stress management program. The third project centered on a teacher with a highly personal set of emotional concerns that received creative expression through a project on death and dying. The three projects are generally representative of the kinds of projects in the larger group (i.e., curriculum development, workshops, etc.) and educational levels and roles (elementary/secondary; teachers/administrators).

The remaining 44 projects were selected randomly from the 84 projects which were completed at the time of the study. A table of random numbers was used to identify these projects. The sample drawn represented 52% of the total projects completed between January 1, 1979 and October 1, 1981. A chart was constructed to show the number of teachers, pupils and costs relative to the 49 projects studied (Table 1). Twenty-two projects in

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Insert Table 3.2-1 About Here

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the sample were aimed at the secondary level while 21 were for the elementary level. Six projects were designed in such a way that applications were possible at multiple levels.

The data in Table 1 indicate that $25,485.00 was awarded to 49 projects with an average award of $520.11 per project. Although one person was recognized as the principal author of each project, a total of 209 individuals (teachers, principals, etc.) were involved. This breaks down to a cost of $121.36 per participant. These 49 projects affected (either directly or indirectly) more than 17,000 students with a cost per student of $1.47. When these data are considered within the context of impact discussed later in the paper the reader will be able to form an approximation of cost effectiveness for the 49 projects under study.

Table 3.2-1

Statistical Data on the Forty-Nine Projects*

Total Funds Awarded	$25,485.00
Average Award Per Project	$520.11
Number of Participants Directly Involved	209
Average Cost Per Participant	$121.36
Number of Students Affected	17,269
Average Cost Per Student	$1.47

*Data retrieved from proposals and proceedings of the Minigrant Screening Committee

SECTION III: DESCRIPTION AND INTERPRETATION

> Despite the prospects for change I think we must admit that what is required is a radical restructuring of the role of the user and a complete reversal of the direction of influence in the process of educational change (Fullan, 1972, p. 31).

CHAPTER IV

PRESENTATION OF EXTENDED CASE STUDIES

4.1 Introduction

As the study of the 49 projects progressed the author became confronted with the problem of how to organize and present the various concepts and themes which began to emerge. In one sense, it appeared that the selection of a smaller sample of the 49 projects for more intensive reporting seemed advisable. This approach would have the advantage of placing each project within a context of local conditions, forces and events which would make the reader's interpretation of data more salient. The other option seemed to be to treat the 49 projects as a total group and present the common and individual traits of the larger group of projects and authors. This has advantages in that a broader set of projects can be used to develop the descriptive narrative and, in turn, add to the generalizability of the data. The organization of this section of the paper was difficult because both choices appeared to have merit. In the final analysis, the author attempted to combine both approaches. Three projects were selected, on the basis of reasons given earlier, for more extensive reporting and interpretation. The three extended cases are presented first in the belief that the reader will begin to understand the origins

of minigrant projects, significant people involved, and the minigrant process itself as a way of expressing a response to systemic and personal/professional based needs.

Following the description and interpretation of the extended cases the author utilizes the broader set of projects to develop themes which emerged across cases. These include the kinds of needs which were addressed by project developers and the ways that needs were identified, refined and organized into minigrant proposals. Other themes include certain items reported at the personal/psychological level. These include the motivational aspects, expansion of personal schema, satisfaction, recognition, professionalism and networking or sharing of project materials. The author also devotes attention to the impact of minigrant projects at the level of the student.

The narrative description of the three projects and the broader discussion of themes growing out of the larger sample will be used to sketch some tentative thoughts regarding the involvement of teachers and other educational roles in small educational grant programs.

4.2 Overcoming On-the-Job Stress

For years, the Jamieson School District had been a typical white middle class suburban community with a stable resident population. At one time, the district boasted the second highest salary schedule in the area and was a recognized leader in quality educational programs. However, the school population began to change in recent years with the emigration of black families from the nearby city. The district suddenly found itself dealing with the flight of its own white population, students with different social, emotional and educational needs, a R.I.F. policy to accommodate the decline in enrollment, and a financial base that was

stretched in its ability to meet teachers' salary demands and maintain quality educational programs. These changes had a negative impact on the Jamieson staff.

Jeri Landrum was directing a federal project in the Jamieson School District in January, 1979 when she wrote the minigrant for a stress management workshop. Jeri became aware of the need for the project during informal conversations with teachers who dropped by her office at the high school. It was through those discussions that she began to see the depth and seriousness of the problem.

> ...The year we wrote that one...was the year that the district first went into a R.I.F. policy. Word was out there was going to be cuts...They had a significant change in the population they were dealing with. There was a racial change in the community. There was also a change in the academic level and interest. They (teachers) were impatient with students that they were teaching. It had a real profound effect on these teachers...They were used to teaching nice, middle class, college prep type students. All of a sudden, they were dealing with kids who couldn't read, kids that weren't interested in history, kids that were dealing dope...I really think that they were in a state of almost professional shock. The morale just went right down. People were quitting,...desperately looking for jobs. They wouldn't talk to each other. The faculty started to fragment. You saw a lot of isolationism, almost as a protective devise (Jeri Landrum, Taped Interview, 4/2/81).

The federal project Jeri directed was supposed to help teachers to make changes in instructional techniques that would help them meet the demands of the changing clientele. Jeri decided that this effort was not going to be successful unless the emotions expressed by the staff could be dealt with first.

> ...So that's why the stress management idea came up. It was vocalized to me as a need by many individual staff members... they would always say, don't tell anybody I feel this way, but I really feel like I can't keep going...I'm having these stomach aches, I'm throwing up on Monday mornings...but they were real afraid to admit it because they were afraid they would lose their jobs (Jeri Landrum, Taped Interview, 4/2/81).

As the director of an adjunct federal project, Jeri had the latitude

to develop a stress management workshop. She conducted a verbal needs assessment with a group of teachers (those who trusted her) to get a focus on what was needed. The next step was the funding for the project. The district was unwilling to deal with the topic despite the apparent seriousness of the problem. An interview with the Assistant Superintendent provided some insight into the district's reticence.

> ...I have to say to you at times I guess some people see stress as a self-pity situation. It can become that. You can sit down in a room and we're all sitting here telling one another how overworked we are and stressful the job is and things just aren't going very well. And before you know it, you've got a lot of negative feedback and it's hard to turn it around. So rather than do that...I guess some people think you're better off preventing that kind of session and that kind of talk (Dr. John Beal, Taped Interview, 4/28/81).

This viewpoint may have had some justification in that anytime you allow teachers to get together and talk about problems in the district, they become more united and that can have an impact in terms of days of concern, strikes, etc. In fact, a day of concern was held in the spring of 1979 as a reaction to the school board's salary proposal and R.I.F. policy. This may have influenced the administrative viewpoint on stress management programs. However, teachers were not only concerned with salary and R.I.F. policies, they were also expressing feelings related to the racial changes in the district and how this related to teaching and their personal lives.

> ...We have definitely gone through a transition in just the time I have been here. At the time I started in '69, there were five blacks and now there are 49%. So we've had some board of education/teacher...problems with negotiations... We had 45 I believe on the faculty and 15 of them left that year. Some of them left without jobs...I think that's contagious. One of the teachers had drawn a cartoon where people were diving off the boat and as other people quit, they added names to that (Beth Lindall, Taped Interview, 5/8/81).
>
> ...We had some problems with black, white student relationships at that time...there was this undercurrent all the

> time...There were also changes that were occurring at that time. They were closing one of the junior high schools, they were laying off people...I think it was a very stressful year (Bill Lewis, Taped Interview, 5/14/81).

> ...I'm a very uptight person...I don't know that I find teaching any more stressful than anyone else but I think most teachers find the situation stressful. Not only from the viewpoint that you're in a situation here where I think I'd call it being on stage all day long, but when you leave here, other people don't understand what you go through when you're here, husbands, friends, etc....You find yourself in a situation a lot of times where you are defending your position. My husband never understands why I'm tired and I will admit sometimes I wonder why I'm tired because I don't find the job that physically taxing. But mentally, it has to be, otherwise you wouldn't be tired (Tina Johnson, Taped Interview, 5/15/81).

Jeri's office was in the high school, a large rambling building built in stages over the years. The various sections were connected by a labyrinth of corridors and walkways which appeared to make the departments more separated than they really were. The physical distance and separation seemed to reinforce the psychological isolation Jeri referred to in her interview. It would have been difficult to make the architectural changes necessary to reduce the disjointedness of the physical plant. However, it seems that something could have been done to reduce the psychological isolation by bringing people together to discuss the problems and concerns expressed by the staff. Since many of the people who had talked to Jeri were high school teachers, one wonders if the principal was aware of the problem and if so, why he did not try to help. The answer came during an interview on May 6, 1981.

> ...We've been...doing our utmost to keep the lid on this thing for the last seven or eight years...keep things from exploding as a result of the rednecks and blacks coming in... It's kind of an explosive situation (Dr. Paul James, Taped Interview, 5/6/81).

Dr. James talked in terms of "trying to keep it stabilized," "keep the lid on," "not to have our people all upset" and that they had made

progress with that. He talked about how it had affected him personally.

> ...You suffer from it. It's pure hell at times. There's just no question about it. It's just pure hell and you suffer a lot from it...I'll never get over some of the stress. I'll never get over some of it (Dr. Paul James, Taped Interview, 5/6/81).

Despite his reported suffering, he was not one to seek relief in any organized way by becoming a part of a support group or by creating meetings that would help him and his staff to drain off some of the emotional load.

> ...There's been a lot of sharing of feelings...between administrators and between certain teachers...that just depends on your relationship with a teacher and...where the teacher comes in seeking something. I never was one to seek them out...I was never one to set up meetings specifically for the purpose of sharing feelings and to help our stresses ...that's just not my thing. I understand that it would well be a release but it wasn't a release for me (Dr. Paul James, Taped Interview, 5/6/81).

Perhaps Dr. James' belief about not bringing people together to share feelings contributed to the psychological isolation within the building. Perhaps he was influenced by the Central Office attitude that convening meetings to deal with stress will just end up as negative feedback. What is clear is that the system was not interested in dealing with the problem and Jeri was aware of it.

> ...The district didn't much want to mess with it (stress) as a topic. They did not give me the feeling they wanted to fund anything of this nature. They were very willing to fund instructional...technique kinds of workshops but not this feeling stuff. So that's when we went through the minigrant process (Jeri Landrum, Taped Interview, 4/2/81).

The workshop was held during several days in the spring of 1979. The format provided bio-feedback training, exposure to relaxation techniques, trust building activities and open discussions of personal stresses. These and other topics were directly related to the planning session Jeri and the two workshop leaders from Jefferson University held with members of the group prior to the event. The workshop was initially offered to

secondary teachers who had expressed interest. The program was later opened to elementary teachers and, in the final analysis, the group of about 20 represented a cross-section of teachers in the district. No administrative personnel attended.

Jeri indicated that teachers held a day of concern which followed the end of the stress workshop. Although there was no definitive evidence of a relationship between the workshop and day of concern, Jeri thought perhaps there was.

> ...I think it mobilized that faculty. There were a lot of people there from one particular school (high school). As they began to share in the group sessions, their defenses went down with each other and I suddenly saw a kind of group. They began to kind of rely on each other...some sort of group spirit beginning to emerge with these people because of the experience. I feel it firmly...I think we met a real need (Jeri Landrum, Taped Interview, 4/2/81).

The impact of the workshop could be described in terms of short and long-range effects on teachers and students. Although the interviews for this study took place two years after the workshop, participants could remember what they had done and were able to describe some of their impressions in detail.

Tina Johnson, a Business Education teacher, remembered the difficulty she had in practicing the relaxation techniques.

> ...I can remember our instructors...one of the exercises she used...was...where you tighten up and then relax, tighten up, relax...you close your eyes and try to relax everything from your toes on up to your head. And I couldn't do that ...so I was kind of watching and some people were really ...going to sleep. And, I thought this is fantastic. I wish I could do this (Tina Johnson, Taped Interview, 5/15/81).

Since the workshop, Tina had twins and admitted that she was under a considerable amount of stress. She learned to use the relaxation techniques to control a flare-up of hyperventilation attacks.

> ...other times, I started to go into it (hyperventilation) and I've used relaxation type techniques to stop that

> rather than suddenly going into a whole hyperventilation attack. I've managed to nip it in the bud and to stop it so I can just go on (Tina Johnson, Taped Interview, 5/15/81).

Beth Tindall used the techniques to help relax.

> ...I was going through a divorce at that time so I had a lot of personal stress on top of it and some of the techniques I tried to incorporate (Beth Tindall, Taped Interview, 5/8/81).

Bill Lewis, a biology teacher, found the discussions of personal stress helpful in the sense that he learned it was a pervasive problem experienced by others.

> ...everyone got a chance to participate and tell their part of the story...there were examples that they (consultants) used to show how others came about...and group activities to show us that it was actually there...It helped to verify my own feelings,...I understand more or less where I was coming from at that time...I was feeling the stress of the situation and I think it helped to verify that it was in existence because everyone else was feeling the same thing (Bill Lewis, Taped Interview, 5/14/81).

Dorothy Meeker, the school nurse, also participated in the program. She recalled a trust building activity that called for participants to work in pairs. One partner was blindfolded and assigned the task of stacking blocks as high as possible. The other partner was responsible for letting the blindfolded partner know when she had reached the point where the stack would fall if another block was added. Dorothy talked about the activity and what she learned from it.

> ...Beth said, I think...that's enough...I felt sure that I could get another block on there. And, I said...I want to try one more and I put the last block on there and they all fell...I felt like a failure because I really hadn't taken her advice and it had fallen. And everybody else in the class is looking on...There was a kind of a general "Oh," you know...But one person spoke up...Carolyn said, but you tried. And immediately I felt better. I felt like it was OK...And this taught me that...if there's one person really rooting for you and believing in you that regardless of what a lot of other people may think ...it can be very strengthening to you. It can mean the difference between whether you continue to feel that you've

> failed or not (emphasis added) (Dorothy Meeker, Taped Interview, 5/14/81).

Dorothy also utilized the techniques she learned from the workshop in her work with students who came to the clinic. She applied relaxation with students who would come in with headaches and vague complaints. And although she had no statistics to prove it, she felt that she was sending home fewer students who came in with these tension or stress related complaints.

> ...if the student tells me that they are not feeling well and after we've talked a little while and I'm convinced they don't feel like going on to the classroom, I will say, would you like to rest for a while on the cot, if they have a headache. And I will say, sometimes if you get completely relaxed...the headache will go away...(Dorothy Meeker, Taped Interview, 5/14/81).

Tina Johnson also applied the workshop to her students.

> ...I recognize the fact that a lot of times you can help other people but you're so close to a situation yourself that you can't always help yourself...I worked with students as far as...a child that's upset, getting them to sit down and talk to me in a soft voice...I remember that's the main thing she (consultant) did. She talked in such a very, very soft voice...It kind of just lulled everybody...that was a very effective means of calming a person down or relaxing them, using a soft voice...(Tina Johnson, Taped Interview, 5/15/81).

Beth Tindall used the skills she learned in the stress workshop to help her clerical students manage problems they might encounter on the job. The techniques fit into the unit on self-awareness and human relations.

> ...One of the things was in talking about on the job...kind of stress...although there was some personal stress involved, but primarily on the job...(Beth Tindall, Taped Interview, 5/8/81).

She also felt that the open discussions about managing stress helped to establish open communications with students.

> ...I felt that it helped a lot in the classroom because we had an openness there because I was a participant in the group as well...we could be more open...and I could take

> someone out in the hall and say, "Look, there's a problem here"...In fact I did...The girl had had an abortion the day before and that's why she was gone...I don't think she would have told me that ever...if we hadn't had this kind of thing. So, I think it helped (Beth Tindall, Taped Interview, 5/8/81).

Since those days in the spring of 1979, the district has achieved a measure of calm and stability. The changes in student population have leveled off at approximately 50% white and 50% black. The district has not been faced with the immediate need to close additional schools and salary negotiations were not marked by formal actions by teachers. Jeri Landrum has since moved to an assistant principalship in a nearby private school. Jeri viewed her involvement in the Minigrant Program as very positive. She described it in terms of personal learning and discovery.

> ...My experience in that school district was my first non-teaching experience...and I lacked self confidence when I started out in terms of what things I could do other than teach. So that every time I realized I had another skill... it was a firm, yes you have that skill, increased my feelings of self-worth and professional competency. Writing that minigrant fit right into that. It was an affirmation...and it gave me courage again to try some additional ones...In addition, I worked with two other teachers...to help them. They had ideas but they were like me. They were terrified of trying to put it down on paper...that was also an experience because I felt like I was passing something on. We worked together...and that was like one more step because it put me in the position of being able to train somebody else in something I had just recently learned... They got a grant...and they got...whatever...they got out of that experience. But I had an additional enhancement of my own competency by feeling like I had assisted them...so that was exciting (Jeri Landrum, Taped Interview, 4/2/81).

Jeri said that in five years and with additional experience and opportunities to build confidence, she could see herself becoming a principal or occupying another high level administrative position. She viewed the minigrant as an important step in her growth toward this goal.

This case illustrates the importance of a supportive environment as a bulwark against social and educational changes which impact on a teaching

staff. It is difficult to understand why the school district did not want to fund stress management workshops in view of the overwhelming evidence that it was affecting the mental and physical health of the teaching staff and its potential impact on teaching effectiveness. Why then would not a school district want to act, especially if there was a potential that student learning might be affected? The Assistant Superintendent spoke of stress management workshops as gripe sessions and that negativism would accumulate and be difficult to turn around. This demonstrates a possible lack of understanding of stress and the ways in which humans tend to cope with it. An initial function of stress management is to create settings where participants can air gripes, blow off steam and release the emotional load. Until this happens, there can be no real hope of teaching techniques for coping with stress. This is generally true for any learning situation. If teachers or students are upset they are probably not going to learn. The basic psychological/emotional needs must first be treated.

However, in discussing the issue of stress and negative feedback the Assistant Superintendent may have been thinking more about the stresses his teachers felt regarding R.I.F. and salary policies established by the school board. If this is the case, there are real risks in bringing teachers together because they can become more organized and determined in their effort to resist. But it also seems reasonable to think that if the district would have been attending to stresses resulting from social changes and would have been more supportive of needs expressed in that area that there might have been less of a problem with the R.I.F. and salary policies. Strikes and days of concern go away eventually, but problems related to social change in the district will not go away and teachers will have to find ways to cope.

The case also points out the importance of an adjunct federal program

attached to the district and the degree of flexibility the Director of that program had in dealing with the problem of stress. The school district apparently did not have any difficulty with Jeri organizing a workshop as long as it did not require district money. This suggests that intermediate agencies such as teacher centers that are not closely tied to any particular school system can provide assistance in areas where school districts may be limited by school board or administrative policy.

The case also portrays Jeri as an effective entrepreneur. She listened as the evidence for the problem mounted. She took the initiative to gather a group of concerned teachers together to plan the workshop. She approached the Teacher Center for support through the Minigrant Program, wrote the minigrant proposal, identified the workshop leaders and saw immediate results in terms of reduced isolation and evolution of group spirit. It is an example of a person wanting to provide leadership combining with a Teacher Center with resources that could impact on the problem. In that sense, teacher centers spawn leadership and encourage teachers to try and help themselves.

Another remarkable feature of the workshop was the way teachers tried to apply the techniques to their personal lives and to their classrooms as well. This might be explained in terms of the way the stress management program was originally designed. Having a nucleus of participants meet with the workshop leaders to refine the content of the program insured that activities would be on target and that time would not be wasted. It also builds psychological commitment among participants. An interesting potential spin-off of this process is the way teachers utilized techniques with students. It suggests a strong link between teachers' involvement in inservice activities they help to design and the dissemination of those techniques to students.

4.3 A Junior High School Drafting Program

John Fine was in his first year as a teacher when he applied for a minigrant to develop individualized packets for his junior high drafting classes. The need for the project was related to being new to the department and unfamiliar with what the previous teacher had done.

> ...I wasn't familiar with the way they had done things in the past...and I wanted to revise it to what I wanted to do because I just didn't feel comfortable teaching someone else's material (John Fine, Taped Interview, 7/31/80).

Although minigrants had been awarded to junior high teachers in the past, John's award was unique in two respects. His proposal was the first received for curriculum development in industrial education. The second was that John was the least experienced teacher to apply for and receive a minigrant award. What emerged from the association with John and his individualized drafting program was a picture of a young capable teacher with an evolving sense of the status quo nature of schools and the limited economic benefits attached to teaching. John also felt that it was important for people to continually grow and develop and consider new opportunities. These factors appeared to form the basis for his intent to remain in education for only five years.

> ...I feel like someday I would probably be running my own construction company or being some kind of high level executive in a technical field. I do not see myself staying in education...it meets a very current need of mine but as I get older I feel like I won't have the patience which is necessary to be a good teacher...I see myself as constantly growing and improving. I can't see the idea of being retired from teaching in 30 years...I just can't comprehend that...I don't feel like I could constantly grow for 30 years in teaching. I feel like I would stagnate...And so, I've kind of set a five year time on myself. I'll teach five years and then move on (John Fine, Taped Interview, 7/31/80).

It was not that John did not believe education was important. On the contrary. He held it second in importance to a strong faith in God. He

communicated a sense of concern about the way students appear generally unconcerned about the future and the role of education in creating a future for themselves which was reflected during the interview.

> ...How are they going to succeed? They haven't got a snowball's chance. It's really depressing (John Fine, Taped Interview, 7/31/80).

So, the motivation for John's five-year plan seemed to be a growing realization of the problems caring teachers face in trying to reach students and the growing economic conflict associated with trying to raise a family on a teacher's pay.

> ...I really believe very strongly in education and the only reason I would leave is because I would feel frustrated in what I would do and the financial aspect of it. I think that's more of...the cause than anything else...My wife and I would like to have a family, but...how can you have a family and buy a home on $15,000 a year when you've got an interest rate of 13%? There is no way (John Fine, Taped Interview, 7/31/80).

John was also bothered by the perceptions he thought principals and teachers generally held for industrial education. He believed that the school focused on basic skills and college preparatory programs but that students who would go into technical or vocational fields (which he estimated to be 80%) were not given a proper preparation other than sending them to a county vocational technical school.

> ...That's one thing that really bugs the heck out of me, is how inadequate our schools are for preparing the average student. It's great in college preparatory but that's just not the bulk of the students. But schools are great at maintaining their status quo...and they are not going to manipulate it and turn it around (John Fine, Taped Interview, 7/31/80).

John attributed the status quo nature of schools to the fact that teaching does not attract people who are enthusiastic, people who want to try new things and get ahead.

> ...they were people who would keep their kids in their seats and don't stir things up and take attendance...They

> like the real steady types...I'm not knocking that but when you have those types of people they're very reluctant to try anything new...They just won't stick their neck out...I hear some of these people talking in the teacher's lounge and...I wonder if they've ever worked at a real job in their lives. This one gal was talking about how this kid said "yo" instead of "here." And boy she...just sent him to the office for that and I thought my God...put that energy into something that might do the student some good and I think they might quit yelling "yo" at you when you take attendance (John Fine, Taped Interview, 7/31/80).

Despite his general views that education was not doing as much as it could to help all students and his specific feelings about perceptions held by other teachers about industrial education and his own opposition to attitudes and practices of other teachers John felt that Leads Junior High was a good school staffed with good principals and teachers. It was through Betty Green, the Teacher Center representative in his school that John learned about the Minigrant Program. He had also received support and encouragement from his principal and department chairperson. Over the course of the summer in 1980 the department chiarperson collaborated with John in the development of drawings that were needed in each lesson.

> ...I talked to Paul and he had a very good idea of what I wanted because we had been talking all year long...And so I tried to devise the work schedule in such a way that he could work on something without me having to be there and understanding what I wanted to do...I would have him draw up all the drawings and then write the subsequent plan of procedure sheet that would go with that drawing...I'm doing all the other writing that almost needs to be done by one person to maintain continuity (John Fine, Taped Interview, 7/31/80).

Beyond his limited exposure with curriculum courses in college John had no real prior experience in producing curriculum materials. However, he was confident that he knew and understood the mentality of the junior high student and had a good sense of how to approach the preparation of the curriculum material.

> ...I've basically broken it down into a reading assignment and then either questions or some kind of drafting

> activity...typically in the beginning of the unit I have a section called "Fastening the Drawing Paper to the Drawing Board" and explains how you want to do it, why you do it, the way you do it, for what reasons. It gives you a sequential order on how to accomplish this (John Fine, Taped Interview, 7/31/80).

John's idea of student evaluation was based on performance criteria that varied with the difficulty of the task.

> ...I don't always keep it constant because on some things, like lettering, some students just can't letter well. They don't have the motor coordination yet. And so, it's not fair to hold them back. I had some learning disabled students last year...who, in the beginning, you could hardly read their writing but by the end of the year they were doing very well...So, I couldn't hold them back with anything like that. That's not fair (John Fine, Taped Interview, 7/31/80).

John did not think students should be given the curriculum and just turned loose but that the curriculum should be structured through objectives, basic directions, and activities that gave overall guidance to the learning. It was not immediately clear from conversations with John what his role was in the implementation of his individualized approach. How would the curriculum be managed so as to accommodate the variety of learners John would have in class? Would all students move together through the material? Would John employ lecture/discussion or a more flexible managerial style in support of student learning? Observations during a classroom visit in May, 1981 provided a perspective on how the curriculum, the teacher's managerial style and the students interacted within a learning setting. The field notes provide an account of that activity.

> The class was already started when I walked into the room. The period was not more than five minutes old and yet everyone was into their work. John came to the rear of the room to meet me and explain what was going on. They were working on Orthographic Projection and Selection of Views, Spacing of Views, Hidden Lines and Surfaces. The sheet he showed me was laid out with a job assignment number, objectives, task statement, evaluation and a performance score. John said students were working independently and he was moving around providing help.

There is some movement in the class as students move to adjacent desks to borrow erasers, tape or rulers and brushes. There is very little small talk. The chairs they sit on squeak with their movements but otherwise you can hear John providing help to individual students.

John (to a student): This line is made 2 inches, this one 3 inches. These two drawings are the only ones you have to have done.

John (to another student): Take a look at the top and tell me where your drawing is too short.

Student: Right there. (Pointing to a portion of the drawing.)

Obs.: John's speech is quiet and unabrasive. He moves easily up and down the rows.

John (to another student): Line up these two lines and connect them. How long is that front view? That should help you to determine the side view.

Obs.: The students are working on an assignment where they know the dimensions of two sides of a figure and they have to determine and draw the third side. John is providing help to those who need it. Some students approach him for help as he moves from desk to desk.

John: Jeff. Jeff. Jeff. Come here. What are you doing? Why aren't you working on the assignment?

Obs.: Jeff was a student who was up and about a good deal during the class.

Jeff: I don't like to do those!

John proceeds to ask leading questions about his drawings which indicates that Jeff really has not understood what was to be done. John gives directions patiently and Jeff goes back to work.

John (to another student who has completed the work): Get another paper and start on the second half of the assignment.

Obs.: John doesn't smile much. He is very quiet in his manner, yet he easily approaches a desk and leans forward on it or on the student's chair. He carries a four-foot long slat of white pine with him that he often uses as a pointer. John said he carried it because he could tap it when he talked to students and this distracted him a bit and kept him from being too intense with students.

> Perhaps it helped to also relieve some tension as well (Field Notes, 5/81).

Toward the end of the classroom observation, John pointed out the shelving he had built in the back of the room for all the curriculum units he had developed through the minigrant. These were arranged in sequences from top to bottom in the shelf which had five columns having 14 boxes each.

Each unit was identified so they could be accessed easily by students. During the period, students moved to the shelves and removed units they needed. John also indicated that the arrangement was very useful when a student was absent because upon return he could easily start him off where he left off. He had been making notes on how he could improve both the curriculum and its delivery that he hoped to work on during the summer. The only thing that might interfere with the rewriting was the recent "pink slip" he had received from his school district that was in the throes of closing schools and laying off teachers. He was optimistic that he would be rehired however and had been receiving reassurances from his principal that enrollments in industrial education would probably warrant his position for 1981-1982. John had been monitoring the registration process closely and his principal's projections seemed to be verified.

John's district sponsored a form of support for teacher initiated projects similar to the Minigrant Program sponsored by the Teacher Center. The differences in the two programs appear to reside in the way the projects are awarded and administered. The school district awards are more or less automatic and scrutiny of proposed projects is the responsibility of one central office administrator. The Minigrant Program at the Teacher Center involves a screening process consisting of a committee of teachers who review and rate proposals that are received. Because of the finite amount of funds available for the Minigrant Program, not all projects are

funded which makes the process competitive. The monitoring of the projects by Teacher Center staff is minimal because understanding what teachers will do in their projects is determined early on during the approval process and a check is made at the conclusion of the project to see that the proposed objectives have been carried out.

John was not aware, as he said because of his newness in the district, that his district supported curriculum development projects for teachers. After he had submitted a project to the Teacher Center he was somewhat chagrined to learn that the district actually paid teachers more for their work than did the Teacher Center program. However, in hindsight John was pleased with the acceptance of his proposal by an outside agency.

> ...I don't really feel like I was accepted for this grant because it was automatic...I feel I was accepted because I had a good proposal (John Fine, Taped Interview, 7/31/81).

John was aware that the minigrant process was competitive and that not all projects received funding. He was also aware that his proposal was read and rated by a group of peers. These aspects of recognition and funding by an outside agency seem to promote an attitude of pride and accomplishment that is not connected with district supported projects.

There was another level of impact related to the development of the curriculum packets that John reported. John experienced frustration that resulted from trying to translate the ideas he had in his head to curriculum material that others could understand. John's wife served as his typist and editor and she would confront him with questions about the meaning he was trying to convey to students through the material.

> ...I know what it is and it's hard to articulate what you're trying to do and why you did it that way. You know, why you do it this way and not another way...I don't really ponder over it you know, is this really the best way? And am I reaching the students? (John Fine, Taped Interview, 7/31/80)

John said that he was not trying to portray the experience as

unpleasant but that a certain amount of stress is involved anytime you are trying to succeed with a new endeavor. This is consistent with his earlier comment on continual growth and development. Growth opportunities often produce frustrations that when encountered and overcome lead to new skills and strengths which in turn act as a platform for involvement in new growth opportunities.

An interesting question posed by the study of John's project is how to provide the kind of opportunities for growth and development that will cause teachers like John to remain in the classroom. There is no question that money is a strong motivator but also in short supply in most school districts. But if money for higher salaries is not a real choice then what? Part of the answer may lie in the identification of intangible rewards and incentives and by knowing more about how teachers learn once they have received their initial degree. John's story may illustrate something important on this latter point. He talked about the dialogue he had with his wife who served as editor and typist for the work he produced. She raised questions about the meaning he was trying to convey and the relevance of the work to junior high age students. This close review apparently made him think about the way he organized his curriculum material and justify the work in terms of that age group. John said that he had always kept that information in his head and getting it on paper was a challenge. This seems important too in that once it was formalized he was forced to examine it and judge it in terms of its impact with students. He also worked with an experienced teacher in the industrial education department and he was in touch with at least one other teacher outside his building regarding the units he worked on. If one measure of teacher growth and development is a completed curriculum implemented successfully with students then it appears that informal learning

processes such as those utilized by John in the development of his project may be important. The product that is produced is a visible reward for the effort. It also serves as a stimulus to re-evaluate and revise and thus create continual opportunities to learn more about teaching practice. John alluded to feelings of satisfaction and pride which accompanied the work he did on his project. These feelings associated with success can serve as motivation to try new projects, to encourage one "to stick their neck out" and build more successes. This is an important aspect of professional growth and development for teachers.

Another element in John's story that has implications for continual teacher development is the supportive environment of Leads Junior High School. The principal believed that it was important for teachers to write curriculum and every department was active in this regard. The normative characteristics of "teachers as curriculum developers" at Leads provides a subtle motivation and support base for teachers in the building. More experienced teachers provide help to those who are less experienced. John is an example of a young teacher with little or no real experience in curriculum development who by using his own initiative and by using the more experienced teachers as a resource and support completed and implemented a curriculum project. This process is potentially powerful in enhancing learning opportunities for teachers and in providing a system of incentives and rewards that could delay the exodus of teachers from the teaching profession.

4.4 On Death and Dying

Brenda Jones was a music teacher at the Elmwood Elementary School at the time she wrote a proposal to develop a children's book on the subject of death. This may seem strange that a music teacher would make such a

proposal but Brenda's motivation for writing the book stemmed from recent encounters with death that affected her very deeply. One of these encounters concerned the death of her pet cat, Dilly-Dilly, who was the subject of her book by the same name. Another was the death of a sister-in-law some two years earlier. As Brenda talked about that period in her life she conveyed the impression that the book itself was her way of working out some intense emotions that had developed with the death of her sister-in-law, the death of her pet and more recently her own ill health and major surgery.

> ...It was like a compulsion I guess. I am not really sure of what the big reason was. There was a compulsion to do it. I needed to do it. Maybe it's a catharsis. I'm not sure. It was something I really needed to do...about a year and a half to two years prior to this a sister-in-law had died. And this is so far the only death in my immediate family...At the time I was in Wisconsin, at the time my sister-in-law died... I had left...knowing that she might die during the summer. It was a difficult decision for me to decide to go away that summer. And I think at the time I really didn't have time to work through my own emotions concerning her death, too. So, this was, I think, a catharsis in that case too of a follow up and a working through of another grief (Brenda Jones, Taped Interview, 11/3/80).

The book was aimed at conveying Brenda's personal experience with the death of her cat, Dilly-Dilly. Brenda had grown attached to the animal over the one and a half years she had owned her and, as Brenda explained, for a person who really did not like cats that much, she had become very attached to the animal. This awareness became the basis for a book aimed at children.

> ...And this led me to think that if I felt so strongly about losing the pet, that children must have very strong emotions and some difficulty in dealing with loss of pets also (Brenda Jones, Taped Interview, 11/3/80).

Originally the book was aimed at very young children but Brenda discovered that she did not know how to write to that level. In the final analysis she surmised that it hit at about the third to fourth grade level

and there was some evidence that fifth and sixth graders as well as some adults had read the book and found it meaningful.

Preparatory to writing the book, Brenda read some books and took a course in children's literature. She wanted to convey the concept that nothing is ever lost, that we are all a part of nature and she wanted to convey that kind of an attitude toward death in her book.

> ...But the thing that came to me was a quote from some poetry that I had learned somewhere in my past to think of beauty as a joy forever. It should never fade into nothingness. And so this was what I said, that I really hadn't lost Dilly...that all the beautiful things that she had brought into my life were still with me. And that was another reason for wanting to write the book too. To let other people know about a beautiful pet. To let her live in the book (Brenda Jones, Taped Interview, 11/3/80).

Brenda's feelings about the pet evolve quickly in her book. The pet represented some important values that Brenda conveyed in a paragraph on page 23.

> One day, while in Wisconsin, we were talking about beauty and a friend said, "Brenda, what is the most beautiful thing in your life?" I replied, "My cat Dilly-Dilly." Several people laughed. She was beautiful! We need beauty in our lives. She was a gentle cat. She came into my life at a time when beauty, love and gentleness were very important to me. I was not well. I was suffering from a painful, chronic condition which was slowly draining my energy (Dilly-Dilly, page 23).

After Brenda had surgery Dilly played an important role in her recuperation. Another paragraph from the book illustrates the point.

> Dilly-Dilly was my constant companion during the weeks of recuperation. She enjoyed the friends who came to visit, the afternoon naps, the conversations and the fact that I was at home and giving her more attention than she had ever had before (Dilly-Dilly, page 39).

Brenda's concern for Dilly began with the realization that the animal had cataracts which made it difficult to jump in sure-footed ways that is typical of feline behavior. This was followed by surgery for

mammary tumors and finally, fatal feline infectious peritonitis. The book describes the behavior changes in Dilly during the last days and a picture of extraordinary care and growing concern on Brenda's part as the end drew near.

> ...I was feeling hopeful. Dilly-Dilly was eating eagerly as I placed the nutrient on her nose for her to lick off... I was setting my alarm and feeding her during the night to strenghthen her. She was very quiet. Even though I talked to her often, she seldom meowed and rarely purred (Dilly-Dilly, page 44).

> ...Two weeks had passed since Dr. Blake had diagnosed Dilly-Dilly's condition. Maybe she was going to live. I thought she was improving slowly. Then one night, she was awake during most of the night. She was moving constantly as though she could not get comfortable. I kept a hand on her body so that I could keep her tucked in to prevent chilling. I could hear rattling noices as she breathed. I knew that the fluid must have spread to the lungs. After a sleepless night she finally fell asleep. In my eagerness to have her live, I overlooked the warning signs and felt that we had passed a crisis (Dilly-Dilly, pages 46-47).

> Dilly-Dilly was going to die. I couldn't stop crying. I could hear the hard sobs that were shaking my body. I was so very tired. Eighteen days had passed. I had gone through so many emotions during that time. I had been angry--very angry--that such a loving, gentle creature should have to suffer so much. I had been determined to save her. What difference did it make to anyone or anything else? Why couldn't she live? She had put up such a fight for life. Sometimes I felt guilty. What else could I have done? What did I fail to do? (Dilly-Dilly, page 48)

The veterinarian told Brenda that it was only a matter of time and that the kindest thing to do would be to put the animal to sleep, painlessly. Brenda tried to get her emotions under control and make a decision. With the doctor's last-minute tests indicating no improvement Brenda decided that euthanasia was the humane thing to do. She told Dr. Blake that she wanted to be with Dilly when she died.

> He brought Dilly-Dilly in and placed her on the table, wrapped in the large towel that I had brought her in. She was very limp. I held her gently as he administered the drug. She breathed a sigh as if relieved to be free

> of her diseased body. I stood holding her, crying (Dilly-Dilly, page 50).
>
> For several days, I cried when I thought of her and everything at home reminded me of her. One night I awakened in the middle of the night and sat up in alarm. The realization that Dilly-Dilly was gone came rushing back, but with it came a phrase of poetry from some past learning, "A thing of beauty is a joy forever..." That was Dilly-Dilly. She would be a "joy forever" because she had filled more than two years of my life with beautiful memories (Brenda Jones, Taped Interview, 11/3/80).

Eventually, Brenda got two new kittens, both Siamese, but not as replacements for Dilly-Dilly. Brenda viewed Dilly-Dilly as a unique personality and therefore irreplaceable. The new kittens were named Wynkyn and Blynkyn and became part of the household she shared with her dog Nod.

Aside from the fact that the book had helped Brenda work her way through a very difficult emotional period in her life she felt that the book had been well received by other teachers at Elmwood School and other elementary schools in the Renquist district. Two third grade teachers at Elmwood used the book with their classes as a part of a unit on emotions. One of the teachers asked the children to write stories about the book. The stories were thoughtful and appreciative. A few excerpts from the children's stories underscores the point.

> To Miss Jones:
> I enjoyed the book Dilly-Dilly, the best part of the story was when you found Dilly-Dilly. I love that part. Dilly-Dilly was a beautiful and loveable Siamese cat. I wish that Dilly-Dilly would not have gotten sick. I hope that Wynkyn and Blynkyn don't get sick too or Nod. Dilly-Dilly was the best story I have ever heard. I hope you write another book.
>
> from Judy

> To Miss Jones:
> Dilly-Dilly was a very interesting cat. From the story it seemed you loved her very much. I sounds like Dilly-Dilly was a wonderful playful as well as loveable cat. The saddest part was when she died. Dilly-Dilly was a beautiful cuddly and sweet cat. Miss Jones wanted,

enjoyed and cried for Dilly-Dilly...
Love, Smantha

To Miss Jones:
I liked the book Dilly-Dilly. I liked it because you told the feelings deep down inside of you. Dilly-Dilly was a sweet and loving cat...Miss Jones cared for Dilly-Dilly so much that she wrote a book about her.
Carla

A fifth grade teacher at Elmwood read the story to her class and they too responded with letters for Brenda. The following are typical of the letters written by these fifth graders.

Dear Miss Jones:
I liked your book. When Dilly-Dilly died I cried because I could understand how you felt. My cat died a year ago. I felt very sad. My cat got feline infectious peritonitis. That's how it died, too.
Love, Melissa Frank

Dear Miss Jones:
I really liked your book about Dilly-Dilly. At the beginning of the book it seemed like a very interesting story but when Dilly-Dilly got sick and died it was very sad. Wynkyn and Blynkyn are great names for your new cats. It's too bad Dilly-Dilly died.
Sincerely, John Allen

Dr. William James, the Assistant Superintendent of the Renquist School District, had also read the book. His wife had recently become very ill and he commented on the meaning the book held for him at this time in his life.

From the desk of
William P. James

September 24, 1979

Brenda,

Re: Dilly-Dilly

I just completed reading your story. It was very meaningful and moving, perhaps mainly because of the illness in my family at the present time. It is a fine position statement of love and relationships as we all live them day by day amidst the vicissitudes of life.

Congratulations,
Bill

A parent from the Elmwood attendance area also took the time to write a note.

> Miss Jones:
> I have been looking for you in the halls recently but haven't seen you. I wanted to tell you how much our entire family enjoyed your book Dilly-Dilly. It was very touching and a beautifully written book.
> Sincerely,
> Jane Flemming
> (no date available--probably sometime during the 1979-1980 school year)

One of the teachers at New Hope Elementary School described Dilly-Dilly as a "super book, a lovely book." She said:

> ...The children really enjoyed it. They were spellbound when she read it to them. Most students in Renquist have pets and they understand that pets die and they related to the book...It was difficult to keep the book in the library because everytime the kids saw it they would take it and look through it (Telephone Interview with Wanda Redman, 6/16/81).

The librarian at New Hope concurred. She assumed that the children discussed the book frequently because it was always checked out. Brenda said that kids who had checked the book out of the library would approach her in the halls to ask questions. She had also received letters from a principal, a minister, and several friends and other teachers expressing positive sentiment about the book.

In a telephone conversation June 16, 1981 Brenda indicated that she had been contacted by the State Teachers Association who asked her to present a workshop on writing children's books at the fall convention. She was very happy with the invitation. She had also taken some initial steps to get the book published and was undaunted with her initial rejections. Brenda said she would continue to try to get her work published, that she had not really pursued publication in earnest until now. It was clear that the writing of Dilly-Dilly helped her rediscover her interest in writing. She felt that she had been changed in the process

as pointed out from the following excerpt from an interview in 1980.

> ...I had forgotten, in college I did some work on the school newspaper and this was a small school but if I would have stayed the next semester...I would have been the editor of the school's newspaper. So I've had an interest in writing for a long time that got buried under all my hours that I have spent in music (Brenda Jones, Taped Interview, 11/3/80).

And:

> ...a lot of people think that writing is really the neatest thing there is and underneath they feel like they would like to be a writer. And that's a thing that has been shared with me, too. You know like suddenly I've done something terrific because I've written a book. And that was the real surprise to me. The attitude toward an author I think is really quite unique (Brenda Jones, Taped Interview, 11/3/80).

So, by writing the book around an initial need to describe the death of a very lovely pet and possibly work out grief in a positive and creative way, Brenda also received recognition from her peers. The recognition may serve as a motivator for future writing or other creative work.

There is not much written on the subject of death and dying, especially for children. The subject is not as taboo as it once was and as the notion of death as a part of life gains greater understanding there is a need for educational material to fill the void. Brenda's book was a contribution to the literature on death. But it was much more than that. The book provided an interesting view of a classroom teacher trying to deal with some very difficult emotions generated by events in her personal life. The case reveals a sensitive, caring person who respected life and admired beauty and grace. It reflects a kind of quiet heroism and courage and a personal need for support. In this way teachers are a part of the mainstream of life. They, like others in society, have to face difficult times and somehow work through them. Writing was Brenda's way of working

it out. It also provided a mechanism whereby others could readily see the depth of her emotions and respond with appreciation and support. The production of the book brought recognition and affirmation. Teachers, students and parents were interested in the book with all its detail and candor and they let her know. In this way, the book helped to organize a support group for Brenda which in turn helped her to work through the personal problem she experienced. This suggests that writing in either formal or informal ways can be helpful to teachers who may encounter similar life difficulties. It is quite common for school districts to release teachers (tenured included) due to decline in enrollment. For many teachers, this is a crisis that appears often rather suddenly. It sometimes catches teachers unaware of alternatives and how their history as a teacher may or may not support new career directions. Like Brenda, it would seem that writing would represent a creative way of describing past experiences and plotting new directions. Bringing teachers together to discuss diaries, journals, etc., would build a support system and increase the number of ideas that could be shared.

The Teacher Center was instrumental in helping Brenda produce her book. She admitted that she would have written the book anyway but she would not have been able to produce copies to share with other teachers. Without Teacher Center support, it is doubtful that her work would have been networked through a catalogue sent to schools in the consortium and in a broader network of midwest and national teacher centers. It was through this networking that the support group was formed. Brenda knew that the Teacher Center was her only hope because the school district did not provide funds for projects such as her book. It again points to a kind of shortsightedness in the system because Brenda is probably a more effective teacher as a result of writing the book and getting through that

period in her life. School districts typically do not see mental health of staff as their responsibility even though the teacher's mental state is crucial to the teacher/student interface during instruction. Brenda chose not to approach the district for support for her book because of an earlier project that was completed but not approved by the district.

> ...it got shelved and we weren't even allowed to use it ...it was like having a baby and then...when you put yourself into something like that and then not being able to acknowledge it (Brenda Jones, Taped Interview, 11/3/80).

It is in situations like this where teacher centers, not tied exclusively to school district goals and objectives, can play an effective role. Teacher centers can respond to needs expressed by teachers that are outside the district's perceived responsibilities. As in Brenda's case, the end result can be improved mental health, a sense of satisfaction and approval from peers.

CHAPTER V

SAMPLING THE ARRAY OF CASES

5.1 Introduction

The initial case studies reveal several aspects of the minigrant projects and the people and institutions who are involved. We begin to see the project developer as a person with beliefs, values, and attitudes as well as a professional working within the influences of the social system context. We start to visualize the Homanian (1950) notion of the "internal and external system" in the interplay of the person as a professional within the school organization.

The case studies also lead us to an initial understanding of how minigrant projects have been utilized to bring about educational improvements at multiple levels. These levels could be described as 1) the classroom, 2) the building (a grade level, a series of grade levels or a department, or an entire staff), and 3) the school district. Projects have focused on a variety of needs expressed through these levels and have included curriculum development and inservice training programs that have, directly or indirectly, affected students. The role of the project developer as a force in this process emerges as a focal point in the study. These individuals not only designed projects that had systemic impact but they themselves were affected through their participation in the process. Through interviews and observations of project developers in the act of implementing their projects a number of themes emerge which appear to be important at the personal/psychological level. These include instances of learning which occurred through project involvement. These

learnings influenced the expansion of personal schema and greater or lesser degrees of perceived change in behavior, attitude, and skill development. Since many of the projects were concerned with the preparation of instructional materials it was possible to observe a perspective on curriculum development from the teacher's point of view. Janesick (1981) defines perspective as "a reflective socially derived interpretation of that which he/she encounters which then serves as a basis for the actions which he/she constructs".(p.2) The perspective provides clues about a teacher's theories of curriculum, teaching and learning. Other themes which provide insight into the developer's personal perspective include professionalism, motivation, satisfaction with completed work, recognition from superiors and peers, and the establishment of future goals. The purpose of this section of the paper is to further develop certain of these themes which emerged from the initial cases. To do this the author will draw upon selected examples from the larger group of projects. The reader is again reminded that the author is trying to move toward a theory of school improvement through self-initiated projects at a variety of levels in the educational organization. This preliminary analysis of the data is a step in that direction.

5.2 The Classroom Level

Several projects were designed to meet needs that originated within the context of a classroom. One teacher wanted to develop packets that would focus on student utilization of a series of filmstrips on high school theater/drama courses. The filmstrips were housed in the school library and the quizes within each packet gave the teacher valuable feedback on the independent study of filmstrip topics. A sixth grade teacher wanted to develop a CORE curriculum approach to teaching social studies. The

project grew from a desire to reduce the fragmentation within the sixth grade curriculum. Table 5.2-1 will provide a complete listing of projects which impact at the classroom level. What follows is a more

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Insert Table 5.2-1 About Here

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indepth description and interpretation of selected projects from the classroom level.

Tom Smith's project evolved from a change in teaching assignments in his high school English department. His new assignment, ninth grade creative writing, had previously been taught by a teacher who did not use a textbook. When his predecessor left town without passing along materials and information about course organization, Tom had to start his first year in the course without a curriculum.

> ...I had an idea that I would teach some poetry and... some short story, but I really didn't know what the students wanted. And so the first class I got I told them to take out a half sheet of paper and I said why did you take the course?...About 75% of them said, we want to write poetry and the other 25% said... short stories. (Tom Smith, Taped Interview, 11/5/80)

It was through this needs assessment process that Tom got the focus for his course that first year. It was primarily a poetry/short story course with borrowed bits of curriculum placed here and there to provide the activities.

Tom taught the course for three years and each year he collected more activities in the form of student poetry and short stories. As students expressed differing needs the course content shifted. For example, during the second and third years student interest in poetry and short story course content was about 50:50. In year four about 10% were interested in poetry and 90% wanted short stories. Tom's project was based in part on

Table 5.2-1

List of Projects With a Classroom Level Impact

Slide Tape Program on Japanese Culture for a High School Asian History Course
A Core Curriculum for Sixth Grade Social Studies
A Play for Third Grade: Gateway to the West
A Junior High Spelling/Vocabulary Program
Slide Resources for a High School Humanities Course
Individualized Learning Packets for High School Theater/Drama Classes
A Book of Poetry for Primary Age Children
A Summer Theater Workshop for Elementary Students
Getting to Know You: A Program for Combating Prejudice in the Elementary Grades
A Jr. High Individualized Drafting Program
Projects in Ninth Grade Creative Writing
Missouri Indians: Materials for a High School Missouri History Course
Computer Programming for Jr. High Students
An Independent Reading Program for Jr. High School Students
Independent Study Units for a Ninth Grade Science Curriculum

this awareness of shifting student needs and interests. His goal was to organize all the materials and ideas he had accumulated over the years into a creative writing textbook.

> ...What the textbook becomes then is that ten kids every year say they want to write poetry, they want to write short stories and occasionally you'll get a student who doesn't want to do either. He wants to improve his writing and we work out kind of an individual curriculum ...they do some of the work in the textbook...but they also work on other things like writing an essay and things of this sort which are not in the textbook. (Tom Smith, Taped Interview, 11/5/80)

The project helped Tom to sift through all the material he had collected and organize a curriculum that would provide sufficient flexibility in meeting changing student needs and interests. The book featured student poetry from prior years. Most students wrote between 45-65 poems during the semester they were involved in poetry. Tom said that former students were very interested in seeing their poems in his book. The possibility that their material might appear in future editions may have served as a source of motivation for students. As a result of his involvement in the project Tom discovered broader personal capabilities and a sense of satisfaction from developing and utilizing his own book.

> ...I discovered I was capable of more than I thought I was capable of. I discovered that it's a real satisfaction...when you accomplish anything worthwhile you feel good about it...There isn't anything quite like handing out your own textbook to your students. It's a great feeling. (Tom Smith, Taped Interview, 11/5/80)

Tom's project provides an interesting perspective on the curriculum development process as perceived by a teacher. One is struck by the pragmatic nature of the process which first focused on the needs of students and the pulling together of materials to meet expressed needs. In addition, one is also pushed to consider the potential that projects such as this have for improving the quality of the school. If McClean (1975)

is correct in the belief that creative expression and communication is a measure of school quality then projects such as Tom's, which focus on written expression, may influence more effective communications within the school and beyond. The art of creative expression, once experienced, is infectious. It pulls one along and leads to other creative endeavors. An excerpt from an interview with Tom makes the point.

> ...Since I did this (creative writing book) I started saying to myself, I've always wanted to write a mythology textbook...So that second book is in my head...I started saying, well I know a lot about mythology and I know why it's boring for kids and I know how I could make it interesting. And I could write something really good. (Tom Smith, Taped Interview, 11/5/80)

Tom has pursued his interest in the publication of his creative writing book and has been undaunted with the rejection slips he has received. He has participated in a Teacher Center workshop on "How To Publish" where he shared his experiences with other teachers interested in writing and publishing. A comment he made during his presentation expressed an opinion about priorities teacher authors should have in writing.

> ...you should write for yourself and your students first, publication is second and may never happen. (Tom Smith, Field Notes, 11/17/81)

The comment underscored his real reasons for initiating the creative writing project. His focus was clearly on students and his own personal satisfaction in writing something he could use with them. The project was a collation and synthesis of past efforts and provided an element of stability in a course that adapted itself to the individual needs of students. It also served as a platform for setting future goals.

Projects which involved teachers as curriculum writers were observed at both secondary and elementary levels. Several projects focused

on the development of supplementary materials that were used to extend or enhance various other aspects of the curriculum. Betty Johnson, a first grade teacher who developed a book of poetry for primary age children, is a case in point.

> ...The poems, twenty of them are centered around class curriculum things that are common in first and second... for instance career unit, fire prevention week, things like that. Ten of them are intended for the teacher's use just for fun...on hiccups, bubble gum, things that the children enjoy hearing and also use for writing by the children. Purposely the vocabulary words are kept at a first or second grade level and the poems use the vocabulary words that the children are supposed to be learning in the specific units the poems are meant for. (Betty Johnson, Taped Interview, 10/9/80)

The goal was to develop a series of poems useful in teaching vocabulary words within various units studied by first and second graders. Betty was also interested in including poems that children could simply enjoy, poems that would relate to the day to day experiences familiar to young children.

The idea for the book evolved over a two year period and culminated in a minigrant project during the summer of 1979. As Betty wrote poems she tried them out on neighborhood children and teacher friends who made suggestions about other poems they would like to see in the book. Betty's work caught the attention of newspapers and the local university which extended information about her book beyond her school district.

> ...The whole thing has led to numerous opportunities... the newspaper did the big article on me, I've been asked to speak by groups...and talk to them about writing for children, up at Midwestern University the children's literature professor had me come and present my whole Prime Time Rhyme Time book to his undergraduate class... he really liked it and asked me to come back and do it again...The...undergraduate education students were very excited about it and asked about it. (Betty Johnson, Taped Interview, 10/9/80)

Betty was like other project developers who seemed to appreciate the recognition they received for the work they had done. An added recognition for Betty was the successful publication of her book. She has since developed a similar book for older children that she also hopes to have published.

Another teacher described her inner drive and motivation for trying new things.

> ...A lot of people say that I have a lot of skills and abilities that would be better off used in some other manner...I use a lot of those skills in the teacher's organization. Sometimes I'm not quite used up with teaching...I'm always looking for new avenues, new kinds of work...it's not as challenging when you're teaching the same subject. That's why...I've been moved so many times, teaching different, various subjects. I love doing that, writing up new things. (Tina Lowell, Taped Interview, 4/22/81)

Tina's project consisted of a series of learning packets for basic skills instruction within jr. high school mathematics. The project grew out of disenchantment with textbooks, a concern expressed by other teachers who felt that textbooks were limited in their ability to meet the individual needs of students.

> ...I've found out in my experience that I'm just completely disappointed in textbooks. They'll say that you want the child to master something...taking area or perimeter for example, they'll have two pages on area, two pages on perimeter and those students cannot learn perimeter and area with two pages. Maybe some bright students. But as you know we have mainstreamed classrooms now. We have everybody, a heterogeneous classroom where we have all levels of learning. Maybe the bright student can learn from a textbook's two pages. The slow student cannot. We have to supplement this material with additional material. Otherwise they're not going to learn. No textbook is sufficient for our slow learners or even our average learners...they need more concerted effort placed on certain basics for them to learn...The teacher in the classroom knows better what they need...She's going to have to keep supplementing and it's better if it's organized supplement where you write it, sit down and you spend the time, than just

> looking at a textbook one day and saying I'll use this sheet as a supplement. When you have it organized it makes it so much better. It flows better. You can get your thoughts better. You build a progression. You just don't helter-skelter just pull sheets out from this textbook or that supplementary workbook. I think that's the most important part of having writing experience in minigrants. (Tina Lowell, Taped Interview, 4/22/81)

It isn't just random supplementing that makes a difference but the thoughtful coordination of appropriate activities that "build a progression." This thrust toward "supplementing" textbook material to meet student needs was a common theme among those projects that focused on curriculum development. These thoughts suggest a complex role for the teacher. The teacher's role becomes that of curriculum developer and coordinator with a strong urge to identify and think through the kinds of activities that will help students learn. In Tina's case learning packets on geometric shapes, averages, areas and perimeters, and fractions among others, represented her response to planned supplemental materials for her jr. high math students. One is struck by the potential that this type of involvement has for expanding the innovative characteristics of the teacher's role (Joyce, 1972).

It was reported earlier that a variety of data sources were used to develop the descriptive narrative. It was not always possible to observe materials in actual use due to the vast nature of the study and the difficulty of scheduling visits across a range of 100 miles. However, the author did conduct a large number of classroom observations which provide insights into the ways in which materials were implemented. On March 22, 1981 the author visited Tina Lowell's classroom and observed her teaching a math lesson she had developed the summer before through a minigrant project. The field notes provide a glimpse of Tina's classroom and the flow of the interaction during the lesson.

Tina is dressed in a dark blue pants suit with a white blouse. Her hair is done in small tight curls and looks very fashionable. Her coat is off as she moves about the room.

Across the back of the rear wall are huge yellow letters saying "Welcome". One bulletin board is decorated with metric symbols. One wall has maps and pictures of past presidents. The bulletin board in front is covered with orange paper with an April calendar pinned to it.

When I came in the room the twenty students had just started breaking into small group work with their packets on "Geometric Shapes" and "Averages". Tina said she had gone over the instructions for the period and these were written on the board.

She showed me the geometric shape packet and explained that students had a hard time drawing the shapes. They knew what a cylinder looked like but couldn't draw it. She said they were concentrating on drawing the shapes today. She moves among them asking questions, giving help. Most everyone is involved in their assignments. Talk is around assignments in the packet.

Tina: Remember, what I said, the line should be slanted up.

Tina moved to another student who asked how many of each kind of drawing they were supposed to make.

Tina: You have to make two of each.

Student: Will we have points taken off if it's messy?

Tina: No, that's all right. I can see what you have done.

Tina is moving up and down the rows looking at student work. She sometimes offers observations and often responds to student questions.

To another student she says:

Tina: Just number them going down. You make your lines like this (demonstrating). Make one of them higher then you can join the two to make your triangle.

Tina: Don't erase your straight line going down. Just erase this line and connect these two.

Tina separates two boys who have not accomplished anything in their packets so far.

Student: What should I do now?

Tina: You can start on your spelling words.

Tina came over to show me that the packet activities were aimed at covering the B.E.S.T. (Basic Essential Skills Test) objectives in different ways. The students ask lots of questions about octagons, pentagons, triangles, and circles.

Tina: Very nice, good. Do you see how to make them now?

Obs. Tina communicates a sense of interest and involvement with the class. She smiles and interacts easily with students. Her penetrations into student space keep students on their toes.

Student: I'm going to get an A on the test.

Tina: Good for you, Tommy.

Tina stopped her movements to get the numbers off the packets. She called role and students responded with numbers, 15, 26, 18, 31, 28, etc. This was her way of keeping track of the packets she had handed out. Tina then moved the group back to their regular positions as the period drew to a close.

Student: Are we going to do anymore out of the averaging packet?

Tina: Yes, we're going to do a few more activities.

Tina: Ok. Let's find something to do for the last five minutes.

Tina continued to move among some of the students checking packet numbers. Some students continue to work in their packets, others talk quietly.

Tina: Don't forget to bring your rulers back tomorrow. We'll go over decimals and volumes...and your test will be on Friday...

Tina showed me two huge ring binders which held the math curriculum. Each was at least four inches thick and contained teacher written curriculum materials (i.e., Sets, Touch Down With Addition, Subtract the Cat, Don't Let the Word Problems Scare You, Prime Factorization, Perimeter). (Field Notes, 4/22/81)

The packets were not organized with an introduction, objectives and detailed instructions for each activity. Rather, they were organized with a pre-test and collections of activities that students could do as a large

or small group. The packets and small group instructional format allowed Tina to meet with students who had particular needs.

> I find that I have to bring them up to my desk in two's and three's to help them with learning problems. They all have different needs and you have to discover what they are. I feel that it takes more time but it's the only way to really help them. The other students can work in their packets while I give time to two or three. (Tina Lowell, Taped Interview, 5/14/81)

The interplay between the packet materials, the students, the teacher and the classroom organization provides some initial clues to Tina's theory of teaching and learning. She seems to be saying that the teacher's role is to lay out the goals and expectations for students and within these parameters the teacher should be available to help students with particular needs. The materials not only become a learning device but an organizational device as well, providing the necessary flexibility her role requires for identifying and meeting special needs. Her classroom practice of small group work communicates that learning is something that happens within individuals and that the responsibility for learning in large measure is an individual matter. The small group work suggests that students are a part of a learning team that does not rely solely on the teacher. The interplay between packet materials and students in small groups establishes the value that a variety of individuals are important to the learning process. This further suggests that social responsibility is important and that learning involves giving as well as receiving.

5.3 The Building Level

Several projects originated from needs expressed by multiple classrooms, a department or, in some cases an entire building staff. These projects had more of a building level impact and included construction of math materials for primary grades, a booklet on adolescent depression targeted

for teachers in the jr. and sr. high school, and a team building program which involved the staff of an elementary school. A more complete listing of projects at this level can be found in Table 5.3-1. The following account serves as an example of a project at this level.

Insert Table 5.3-1 About Here

Benton Jr. High School had a problem with its school newspaper. The paper had been the responsibility of a club but was not very successful. Since the administration, teachers and students wanted a school newspaper, Carol Mauk, a member of the English department, decided to make it a responsibility of journalism students within a regular English class. She tried it as an experiment for one year and found it to be generally successful. She then utilized a minigrant the following summer to organize her thoughts and materials so the project could be continued.

> ...I felt that...if I should die no one would have anything to follow even though I had done it...I know I made mistakes. I knew there had to be changes...I had to think more and have something written down so I could follow it step by step. (Carol Mauk, Taped Interview, 10/22/81)

The project developed a process and guidelines for the organization and evaluation of a school newspaper. The process depended largely on the psychological/intellectual commitment of students as the key people in making the newspaper a reality. One step in the process included student reporters searching out material for stories, editorials, and upcoming events. Other steps involved lay out, assembly, printing (mimeograph) and dissemination followed by the newspaper staff's critical evaluation of each issue. The field notes provide a glimpse of "lay out day" and the activities of Carol and her students.

Table 5.3-1

List of Projects with a Building Level Impact

Defining Goals in Spelling (Elementary)
Economics Concepts for Elementary Social Studies
Language Skills Checklist (High School)
Physical Fitness Skills for a Jr. High Physical Education Program
A Jr. High School Classroom Observation Project
A Parent Reading Program (Elementary)
Math Materials for Pupils in Kindergarten Through Second Grade
Storybook on Death (Elementary)
Correlating Reading Materials Used in the Elementary School
Staff Growth and Development (Elementary)
Calculator Activities for Jr. High School Math Students
A High School Library Orientation Program
Redesigning a High School Mass Media Course
Word Power: Activities to Promote Reading Skill Development Among Primary Age Students
A Resource Guide for Teaching Basic Life Skills (Elementary)
Introduction to Economics and Government in Jr. High Social Studies
Local Language Arts Objectives of the Basic Essential Skills Test (Jr. High)
Developing a Math Curriculum Relating to the Basic Essential Skills Test (Two Projects: Jr. High)
A First Grade Phonetically Based Spelling Program
An Elementary Language Arts Handbook
Camping Workshop: Sensitizing Elementary Teachers to the Behaviorally Disordered Child
Publishing a School Newspaper as a Part of the Jr. High School Language Arts Curriculum
Planning the Uses of the Resource Center for Three Departments in a High School

Prior to the start of class I talked briefly with Carol about what was going to happen.

Carol: The groups will be meeting together to massage their articles to get them into final form. They can't have an odd number of pages.

Obs. Presumably this would interfere with printing and collation of the paper.

Carol has a paddle on one wall, a gift from a student, never used. Mainly a decorative item. On one side it says "beware", on the other side is a list of rules. The bell rings and students start to fill the room.

One of the editors approached me and said: 'Today is the big day', meaning paper lay out day. I indicate that I am here to watch it happen.

Students come in and promptly take seats. The two editors are doing some directing as to where writing groups will sit. The group focuses on Carol as she gets started. Carol is behind her podium, directive but friendly and affable in her approach.

Bedlam as they break into their groups. Lots of movement, action. Much deliberation over articles that have been contributed by individual group members.

Carol answers questions as they arise. She darts in and out of groups prompting, promoting, checking. The kids respond positively.

Carol removes her jacket and drapes it over the podium. The room is getting warmer as the activity continues. The door is closed to keep the sound inside. Carol announces that they have twenty minutes to complete the task and periodically announces the time remaining.

One group decides to type an article and moves to a typewriter.

Carol sits down on a table by the door to talk to a group working on sports. She has never totally backed out of this activity. She is there announcing time, pushing, telling them not to look out the windows unless it's for an article. She frequently checks with students to see what they are doing.

The buzz grows more intense. They are clearly in a crisis mode--a deadline to meet. The atmosphere is intense, pressure laden. The kids cope well, smile, work quickly and efficiently.

> One boy circulates to keep count of pages coming out of groups. More and more chatter about pages. Minor crisis occurs when it turns out to be thirteen pages. They keep tallying and still come up with thirteen. Then one student suggested a signature page as a solution to the uneven number of pages. There is positive reaction to this as a possible solution.
>
> Obs. I am amazed at how they stay on task. Lots of cleaning up of articles, arguing and discussion over that process but they are moving.
>
> Carol tells the group to give her their pasted down layouts. She moves back to the podium. Students quickly move back to their desks and get quiet.
>
> Carol shows a great deal of personality in her review of the sections. She smiles, jabs, problem solves--what a performance. She gets to their level without violating her adult status.
>
> Lots of hands volunteered when the problem of uneven number of pages is considered. Many students are eager to contribute--some do so spontaneously. Everyone is involved. They pick up on the original suggestion of a signature page. Carol made a drawing of a graduation cap (mortar board) on the blackboard and she talked with kids about the way it would be signed. They work together to decide what the inscription will say. It turns out to be 'Best Wishes To The Graduates From The Hampton Happenings Staff'. (Field Notes, 5/6/81)

This account again draws attention to several issues of importance with regard to teaching, curriculum and learning. First, the project resulted in a newspaper that was well received by the students and staff at the school. The paper promoted communication among the school population and in that sense contributed to the social climate of the school. To the extent that the newspaper helped to forge communications and provide a mechanism for considering issues of importance to the school community, the expressive qualities of the school were enhanced (McClean, 1972).

Second, we again see implications for curriculum and learning. A curriculum is not just a book, or a piece of material but a way of thinking

about teaching and learning. The newspaper project points to such elements as writing, social interaction, responsibility, planning, organization and working toward a common goal as aspects of curriculum. Students not only learned about such things as grammar, sentence structure and writing within the context of regular English class, they put them into practice through work on the newspaper. In addition the newspaper also promoted opportunities for curricular integration across all disciplines and provided an opportunity for students to explore a career in journalism as well.

Third, one senses the potential of the teacher as a problem solver and innovator. We saw how Carol identified a problem, developed an initial solution and implemented it with students in the form of the newspaper project. She was a key element in motivating students to become intellectually and emotionally involved which in turn established the newspaper as a communications device throughout the school. The involvement of teachers in projects they themselves design can expand the teacher's awareness of curriculum and learning.

5.4 The School District Level

We have seen how projects responded to classroom and building level needs and the importance of these projects as instances of educational improvement. A smaller number of projects spoke to needs reflected at the broader level of the school district. These included guides for district wide art and language arts curricula, an independent reading curriculum, and a workshop on classroom management. Table 5.4-1 presents a complete listing of these projects. What follows is a description of one such project that influenced changes which were recognized at the school district level.

Insert Table 5.4-1 About Here

Joan Patton is a resource teacher in Drake Elementary School in the Bentsen School District where she works with regular classroom teachers in providing assistance with reading, science, social studies and other strengths growing out of her interest in artistic fields. Joan's project grew out of a teaching experience with fourth grade children.

> It started because I did an orienteering activity with my fourth grade students and my principal at the time encouraged me to apply for a grant. And so, not wanting to make it for one classroom, one teacher, one school, I got a teacher from each school that I knew was interested in orienteering...representing grades two, four, and six and together we mapped all the playgrounds in our district, both the area and the playground equipment and other things that were there, and the building itself, that were on the playground. And we attended one workshop. We devised games and researched games, purchased some books, and put together a pamphlet coordinating all that material, plus some written texts just telling what the purpose of this was and how it was not to be an additional part of the curriculum but an adjunct to any phase of the curriculum especially math of science. (Joan Patton, Taped Interview, 10/21/80)

Joan talked about the satisfaction she received as a result of developing the orienteering project.

> I'm sort of, I guess what you would call an old-fashioned teacher but I'm still interested in developmental things and I can see a purpose in a one-shot deal sometimes. I'm not saying that we should never have them. But when I go into something like this, I like to approach it with some kind of beginning and end in mind. And I not only saw a beginning and end in my own mind but I saw it happen in the book we drew up. It's a nice little packet, I think. And I'll be interested if it's used...I really feel very satisfied. I think all of us had a particular feeling of satisfaction when we saw it. (Joan Patton, Taped Interview, 10/21/80)

Joan's comments again point to a kind of impact registered at the

Table 5.4-1

List of Projects with a District Level Impact

The Design of Health Education Materials for Four Elementary Schools
A Guide for an Art Curriculum: K-12
Planning and Selecting a Math Program: K-6
A District Wide Classroom Management Workshop
Stress Management
Preparation of Career Alternative Materials for Special Education Resource Rooms
Orienteering Project
Updating the Sex Education Curriculum K-12
The Use of Neuro Linguistics Programming in Educating Elementary School Children
A Guide for Coordinating Language Arts K-12
Independent Reading Curriculum

personal/psychological level. An excerpt from the Berman and McLaughlin (1975) report provides the focus:

> ...Although these activities were undertaken because the staff felt it couldn't locate commercial materials, we believe that the real contribution was psychological--providing the staff with a sense of involvement and mutual support. Working together to develop materials for the project gave the staff a sense of pride in its own accomplishments, a sense of ownership in the project, an opportunity to think through the concepts which underlay the project and an important chance to communicate with other members of the staff. It broke down the traditional isolation of the classroom teacher and provided a sense of professionalism and cooperation not usually available in the school setting. (Vol. III, pp. 11-12)

Joan and the three other teachers involved in the minigrant project presented their material to a faculty meeting at Drake Elementary School on October 20, 1980. The account which follows is developed from field notes taken by the researcher as participant observer. The event was more than just a presentation of material, however. It turned out to be a hands-on experience that involved everyone there.

Joan was introduced by her principal, Tom Ford. The participant observer's field notes captured his remarks during the early moments of the meeting.

> Tom introduced me (W.M.) and talked about the origin of the orienteering writing team composed of four teachers. He said he was here to listen to Joan present the orienteering project. He indicated that he thought it was good for them (staff) to be involved in a learning experience with the materials. (Field Notes, 10/21/80)

Joan then introduced the members of the orienteering project team and they in turn made presentations and handed out materials. A few excerpts from the field notes will provide some insight into the flow of events. Joan served as moderator.

> Joan: Now Betsey will show you how to use the compass. When you use the compass you become involved both physically and mentally.

Compasses are handed out by Tom.

Betsey: These are new compasses purchased for us here at Drake School.

Betsey went over terms on her large demonstration model--base plate, magnetic arrow, orienteering arrow (always north), direction of travel arrow.

Betsey: Think of yourselves and your compass as one unit.

Everybody attentive. Tom moving around helping others to line up their compasses.

Betsey: Turn your body until you line up your orienteering arrow over your magnetic arrow.

Everybody up and talking, helping each other, lots of talk and laughter as they try to make a 360 turn.
(Field Notes, 10/21/80)

Joan then got them involved in an orienteering experience where they had to use a map to find their way around the library. The whole affair had a atmosphere and everyone was involved.

Everybody is up moving around, some on floor under tables. Tom is helping a teacher, teachers helping other teachers. Everybody walking around with their eyes flitting up and down from map to floor and around. They make good progress.

Tom: Does everyone know that the clue at each point is masking tape with green letters?

It's amazing how they are taking to this. It's late in the afternoon. They laugh and seem to enjoy what they are doing. There is a game atmosphere, lots of interaction.

A teacher said: This is really neat Joan.
(Field Notes, 10/21/80)

Each teacher left the room with a copy of the orienteering booklet developed by the team. The team tried to convey to the faculty that the orienteering material could be applied with adaptation to any level. They effectively demonstrated that orienteering begins in primary grades with differentiation between right and left and is continued in upper grades with such activities as map and compass. Joan felt that orienteering should

provide an aesthetic experience "just for fun" as well as an academic experience with applications to other disciplines.

Joan's project was accepted by the Bentsen School District as a part of their thrust toward outdoor education. An interview with the superintendent provided some initial insight into the broader impact of the project.

> ...tomorrow I'm spending the day at sixth grade camp. I'm going to spend it out there with our sixth graders all day. I've been assigned to the orienteering group...It's compass and map work all day long. The journey is secret because you get certain written orders and compass bearings when you take off. So I'm one of the orienteering instructors. The first thing I did when our sixth grade camp director told me I was going to have this responsibility is go back and consult...materials that Joan Patton prepared just to see what kind of background the elementary kids might already have had... Orienteering was a natural project for us. It wasn't considered gimmicky at all. It was something that fit in with this whole science, or human relations, personal development emphasis that we used...in outdoor education. (Dr. Bill Franklin, Taped Interview, 5/5/81)

Dr. Franklin went further to describe how minigrants fit into the school district perspective.

> ...without sharing insights or necessarily discussing some of Joan's career trials and tribulations, hopes, ambitions, frustrations, and all the rest, it was very appropriate to her at this stage of her career to get a minigrant. It was very meaningful to her. It was something that meant a great deal to her personally...We've used Teacher Center grants, candidly, to enhance personal development as well as to achieve something in the curriculum...we haven't done that through a formal structure of making judgements but we've done that through personal counseling and encouragement. (Dr. Bill Franklin, Taped Interview, 5/5/81)

Dr. Franklin described a district level thrust toward a minigrant type program dating back to the early 1970's which indicated a kind of readiness on the part of the staff for a teacher center sponsored program. However, he went further in describing how teachers related to the Teacher

Center Minigrant Program.

> ...I think our teachers could believe in it more readily... I think the significant difference with the Teacher Center is that this is a minigrant that automatically is shared with other districts. We didn't have that dimension. And I don't think as much pride went with it...When one of these things (Teacher Center minigrant project) would be granted we gave it as full a blast of publicity as we could...We'd call attention to it in board meetings and publicize it in our staff bulletin. (Dr. Bill Franklin, Taped Interview, 5/5/81)

To have a project that develops from the idea of one teacher eventually become a school district curricular thrust is a monumental achievement. Several elements seem to converge in making this a reality. First, we see how the idea evolved from Joan's desire to provide her students with an outdoor learning experience. She took steps to build her knowledge of orienteering through a course at a local university, and immediately began trying things she had learned with her students. Next, we see how her principal encouraged her to develop her ideas further through a minigrant which made it possible to involve several teachers from other elementary schools in the district. Finally, we see how the superintendent's informal system of support helped the project to take on district wide importance. The superintendent was able to influence recognition for the project through staff bulletins and announcements at school board meetings. This combination of problem solving teachers and supportive administrators provides a mechanism for making educational improvements. It capitalizes on the teacher's potential for designing solutions which are based upon classroom related experience. The result is that the school district benefits not only from the end result--the product or process--but also in the continual expansion of the teacher's professional skills.

SECTION IV: SUMMARY AND REFLECTIONS

> A very persuasive argument can be made that greater teacher participation and more school-site inservice programs will contribute to more effective program implementation and an improved classroom learning process. (McDonnell, 1977, p. 16)

CHAPTER VI

IMPLICATIONS

6.1 Introduction

The purpose of this research was to describe the impact of a small educational grant program which operated through a federally funded teacher center. The broad goal was to develop a theory of school improvement based upon the involvement of teachers and other professional roles in educational projects. At a more concrete, if not narrow, level the research was trying to determine the impact of the minigrant program upon individuals and systems. The author has experienced both the joys and frustrations of this task as the research proceeded from problem formulation to data collection to interpretation, analysis, and now, to reporting. What has been presented earlier and what now follows should properly be called a set of thoughts or initial hypotheses or reformulated questions rather than a set of conclusions. Conclusions are much too final and premature at this point. However, the author does believe that the findings do warrant serious consideration even if they are not elevated to the level of conclusions. After all, one of the goals of descriptive research is to provide an accurate reporting of the events under study so

that the reader may reach his/her own conclusions (McDonnell, 1977). It is in this spirit that these tentative meanings of the accounts of this paper are presented.

6.2 Implications for Innovation and Change

Is it possible that if teachers had more opportunities to initiate educational projects that these projects might influence changes in school systems? The results of this study indicate that this is possible. According to Rogers (1971) many changes can and are made at the level of the individual; in the aggregate these changes may have an impact at the systemic level. However, this runs contrary to the modal process of change which usually focuses on the innovation as it is imposed upon the user from above (House, 1974; Sarason, 1971; Chin and Benne, 1969). Fullan (1972) has argued for greater participation by teachers in innovation and change in the belief that better choices will be made in the selection of innovations.

> ...unlike the modal process of change...the user (teacher) plays an active choice making role; moreover, this is not seen as mere delegation, but rather as a process of developing the user's capacity to make choices...Instead of innovations being disseminated to schools, they become part of an inventory of available alternatives from which the user chooses. The direction of influence is clearly from user (singular) to innovations (plural) rather than innovation (singular) to users (plural). This increases the range of alternatives likely to be considered and at the same time increases the likelihood that adopted innovations will match user conditions and needs. (Fullan, 1972, p. 26)

While studies of teachers as agents of change are generally absent from the literature, Finch's (1978) study of a group of teachers involved in implementing an optional education program for students at the jr. high school level is helpful. The study points to the frustrations which can accrue to a group of teachers leading the imple-

mentation of an innovation, especially if the principal is an "early reluctant advocate" of the innovation. The study highlights the importance of administrative support for teacher initiated projects not just in the psychological sense but also in the allocation of resources required for the implementation. Just as teachers can exercise their prerogative not to use an innovation (House, 1974) imposed from above, the principal also has similar veto power when it comes to supporting teacher initiated projects requiring the allocation of resources. In the Finch study, the four teachers on the implementation team were divided as to whether the amount of time and energy required was really worth the effort. The problem of resources may be mitigated by an outside source of funds (i.e., Minigrant Program), but there appears to be no substitute for the psychological support of a principal or other administrator during the implementation process. This point is made quite clearly by Berman and McLaughlin (1975).

> The principal's unique contribution to implementation lies not in "how to do it" advice better offered by project directors, but in giving moral support to the staff and in creating an organizational climate that gives the project "legitimacy". (Berman and McLaughlin, 1975, p. viii)

Our findings indicated that, in most cases, administrators were supportive of teachers involved in minigrant projects. The following excerpt from an interview with a principal who had ten teachers involved in the Minigrant Program points to an understanding of the importance of appreciation for the work teachers do. This supportive climate may promote involvement in teacher initiated projects.

> ...teachers have to be reminded that there are good things about education...They constantly have to be patted on the back just like a man and wife relationship. You can't tell the man or the wife too many times that you love them...that's something that has to

> be reinforced daily. Same way about a teacher in a classroom and the work that they're doing and the attitude they have about kids...it has to be constantly reinforced... that you appreciate them when they smile at a kid or... do something to try to help that kid that is out of the normal book and paper stuff. We have a teacher appreciation day which we invited the teacher and their spouse to come in one evening in the cafeteria and we had a nice dinner for the teachers, in honor of the teachers and the work that they do. (Tom Beal, Taped Interview, 4/24/81)

However, aside from Finch's (1978) study of teachers involved as change agents within a school and a host of opinions (Wolcott, 1971; McDonnell, 1977; Joyce & Weil, 1972; Stenhouse, 1975) regarding the involvement of teachers in innovation and change, we know very little about actual teacher roles in the change process. We have observed certain characteristics of teachers who have been involved in educational projects which may be helpful in promoting understanding of the possible role of the teacher in innovation and change.

Teacher subjects in this research demonstrated creative designs for various educational problems. Moreover, the solutions they designed were grounded in the reality of classroom experience. Projects were based upon the needs and interests of students and there was evidence to suggest that materials and practices were successfully utilized within classrooms. In many cases materials developed in minigrant projects were culminations of prior study and trial and error testing.

The approaches teachers took in developing materials drew upon experiences and expertise of colleagues as well as outside consultants. In implementing their projects, developers often took the risk of deviating from the textbook approach or other norms established in the organization of the school. In taking these steps they often exerted personal influences on the school structure. Joyce and Weil (1972) capture much of what this study has observed about the characteristics of teachers as

innovators in their own description of an innovator.

> The teacher innovator needs the capacity to resist the slide into routine that tempts everyone. He has to approach problems with zest and flexibility, and see himself as a creator of new things. He has to cope with the bureaucratic structure of the school and work with his colleagues to develop professional climates where innovation is the norm. To be an innovator rather than a bureaucratic functionary, the teacher has to combine personal creativity with the ability to work with others. (Joyce & Weil, 1972, p. 11)

The experiences associated with the development of teacher initiated projects as reported in this paper give guidance to the development of training programs for teacher innovators. To the extent that teachers can develop these innovative characteristics they will become more active as partners and leaders in the process of educational renewal and improvement.

6.3 The Progressive Education Movement Revisited

Teacher involvement in minigrant projects is reminiscent of the "project curriculum" (Kilpatrick, 1918; Collings, 1924; Dewey, 1956) which evolved during the progressive education movement earlier in this century. In arriving at his concept of the project curriculum, Kilpatrick saw a different role for the teacher. He believed the teacher should provide a school environment suggestive of numerous and varied child "purposes" (p. 3). Today we might view Kilpatrick's "purposes" as student interest in a variety of activities. The chief function of the teacher within a project curriculum was to guide and assist students as they exercised their freedom to select projects that would meet their specific purposes. Kilpatrick viewed this type of involvement as central to a "worthy life".

> ...the worthy life consists of purposive activity and not mere drifting. We scorn the man who passively accepts

> what fate or mere chance brings to him. We admire the man who is master of his fate, who with deliberate regard for a total situation forms clear and far reaching purposes, who plans and executes with nice care the purposes so formed. (Kilpatrick, 1918, p. 6)

The project method focused on student interest as they related to the life of the times. Projects were categorized by excursion, construction, story and play and included everything from "How Tomatoes Are Canned At The Local Factory" to "How Mrs. McDonald Grows Hollyhocks" and "How The Snowbird Survives In Winter" (Collings, 1924, pp. 53-54). The Dewey School (1956) also featured projects such as carpentry, sewing, weaving and cooking. Dewey, like Kilpatrick (1918) and Collings (1924) believed that life occupations were the means by which the arts, sciences and humanities were introduced.

In many ways the project curriculum, by focusing on student purposes influenced changes in the role of the teacher. Teachers were no longer disseminators of wisdom, but managers of learning. They had to collect an array of resources and organize the school day so that exploration of projects was possible. The teacher also had the responsibility for facilitating discussions with students as they identified directions they wanted to take with projects. The project method, then, focused on child centered-life centered interests which in turn demanded more diversified sets of skills from teachers.

In recent years we have observed a shift back to textbooks and curriculum guides as the tools of teaching and learning. Textbooks and curriculum guides do not often capitalize on the specific interests and needs of students. It is for this reason that so many teachers in this study expressed disdain for textbooks and their limited capabilities in helping student learn. If it isn't the reincarnation of the progressive education movement that influences this attitude among teachers then what accounts

for it? Teachers are facing a wider array of learning problems which can be attributed to the increasing number of students with behavioral problems, learning disabilities and physical handicaps who are mainstreamed into classrooms. In order to meet the educational needs of this diversified group of students teachers are forced to identify additional resources that will supplement or extend textbook coverage, and to use classroom management that will allow time for individual students.

We have seen how the "project method" (Kilpatrick, 1918; Collings, 1924) evolved from the belief that educational programs should have a strong relationship to the "purposes" or interests of the child. Additionally projects growing out of the "life interests" of the child were viewed as a mechanism for learning about the humanities, arts and sciences (Dewey, 1956). Teacher initiated projects appear to offer similar opportunities for teachers. Projects which are based upon teacher perceived needs and interests at the classroom, building and school district levels not only offer learning opportunities for children, they also provide instances of learning for teachers. Projects serve as a conveyance for the teacher into such educational domains as teaching practice, curriculum and learning. The resurrection of the project method then appears to serve as a viable mechanism for expanding the teacher's professional perspective.

6.4 Curriculum and the Teacher's Professional Perspective

Our findings of teacher involvement in the Minigrant Program has provided some insights into the teacher's perspective on curriculum, instruction and learning. The findings suggest that a curriculum is not merely a set of materials or an outline of concepts to be covered, but a process that promotes the professional growth of teachers. Stenhouse

(1975), in wrestling with his own thoughts about curriculum, has arrived at the following description which is initially helpful in providing direction to our own thoughts.

> ...I have identified a curriculum as a particular form of specification about the practice of teaching...It is a way of translating any educational idea into a hypothesis testable in practice. It invites critical testing rather than acceptance. (Stenhouse, 1975, p. 142)

Stenhouse (1975) argues that the uniqueness of each classroom setting implies that any proposal that would affect curriculum and teaching, even at the school level, should be tried and adapted by each teacher within his/her own classroom.

> ...The idea is that the curricular specification should feed a teacher's personal research and development program through which he is progressively increasing his understanding of his own work and hence bettering his teaching. (Stenhouse, 1975, p. 142)

On the surface it would appear that the promotion of this kind of role of teacher as researcher into their own teaching practice would put the teaching profession on a collision course with other decision makers at other levels who often make decisions about the what, where, when and how of curriculum. House (1974) reminds us that administrators are the entrepreneurs of innovation and change and teachers, by and large, have been the implementers of those decisions. But this does not have to be the case. Stenhouse (1975) simply believes that any curricular effort should be based upon knowledge of teaching practice as the following excerpt points out.

> ...all well founded curriculum research and development, whether the work of an individual teacher, of a school, of a group working in a teachers' centre or a group working within the framework of a national project, is based upon the study of classrooms. It thus rests on the work of teachers. (Stenhouse, 1975, p. 143)

The research reported in this paper demonstrates how teachers developed educational projects out of their own experiences within classrooms and schools. We have seen how participation in curriculum development and other activities has helped teachers to move toward the role of researchers of their own teaching practice. The accounts of teaching work presented earlier demonstrate how the efforts of project developers resulted in the discovery of new skills and capabilities, motivation and satisfaction with the work they accomplished. These rewards are important at a time of public disdain for education. Most significantly, we also see the possibilities for expanding the teacher's professional perspective through involvement in curriculum development activities.

A traditional conception of professionalism (Hoyle, 1972) suggests several characteristics as being typical of a traditional definition of professionalism. These include a high level of classroom competence, child centeredness, skill in understanding and working with children, satisfaction from working with students, skill in evaluation and attendance at inservice programs of a practical nature. Hoyle (1972) has coined the term "extended professional" to include a view of teaching work in a wider context of school and community, participation in a wide variety of professional activities (i.e., seminars, teachers' centres, conferences), a desire to link theory and practice and a commitment to some form of curriculum theory and concept of evaluation. Thus we are suggesting that these aspects of the "extended professional" (Hoyle, 1972) may be a concomitant of close involvement with curriculum and instruction. It would seem that increased involvement of teachers in curriculum development projects would not only raise the professional standing of

teachers but also improve the quality of education for students.

6.5 Teacher Center as Catalyst

The strength of a teacher center is its fast, flexible response to expressed needs. and a non-hierarchical bureaucratic structure that brings center staff into day to day contact with teachers in the field. Teachers' centers provide workshops and courses, places where teachers can work on a piece of curriculum material on release time or after school, technical assistance in helping teachers to achieve their desired ends, and a place where teachers can meet and share ideas and materials. Teacher centers have a strong belief in the potential for teachers to improve education through greater knowledge about classrooms and how students learn. Devaney (1977) summarizes the goals and functions of teachers' centers in the context of "non-threatening", "supportive", individualized programs that help teachers to focus on student learning.

> We try to design a learning program for teachers that is non-threatening, responsive, supportive but yet identifies major areas of concentration for the learning of the children in those teacher's classrooms. Without such concentration inservice is trivial: a few days a year; tips to brighten your classroom; 50 tricky treats to make on halloween for all ethnic groups. It is unfortunate that in this country the problems in children's learning are not valued as matters for sustained adult effort, but are defined as matters requiring a quick delivery of "skills". A professional has to be able to identify with a serious, sustained endeavor. A teachers' center defines the study of children's learning as a serious professional endeavor. (Devaney, 1977, p. 17)

So a teacher's center is a concept for professional development that focuses on helping teachers develop a greater understanding of the ways that classroom teaching and learning can be enhanced. It is because of this focus that teachers' centers may serve as catalysts for teacher professional development and ultimately school improvement.

The research on the Minigrant Program pointed to several catalytic features of a teachers' center. For example, most of the projects funded through the Minigrant Program would not have occurred without teacher center support. Although some teachers said they might have gotten around to working on the project sometime in the future most felt it just wouldn't have gotten done. In addition, the few school districts who have minigrant type programs have restricted guidelines which prevent some teacher initiated projects from being considered. Because a teacher center may work with and yet outside the purview of school district goals and objectives they have more lattitude in supporting teacher initiated projects.

Another aspect of the teacher center Minigrant Program is the peer review of projects. The Minigrant Screening Committee reads, reviews and funds teacher initiated projects. The committee is made up of teachers from member districts. Project developers in this study liked the system of peer review. They felt recognized by a group not tied directly to their own school district. The Minigrant Program also provided for networking of materials developed by teachers which provided added recognition and a sense of satisfaction. We have made the point earlier that this is potentially powerful (McClelland, 1951) as a motivator for future activities. Teacher centers, and more specifically the Minigrant Program in this study, serve as catalytic forces for involving teachers in classroom based activities that provide sustained professional growth.

The Minigrant Program stands in stark contrast to more prevalent types of school district and university inservice programs (i.e., lectures, workshops, demonstrations, simulations and reading). However, if the measure of inservice education is teacher productivity then extended

inservice education opportunities such as those afforded by teacher initiated projects might represent an effective model. When a teacher applies for a minigrant project a good deal of prior thought and preparation are required. This includes identification of need, goals, materials required and evaluation design. If the project is funded participants devote many hours to development and implementation. A recent analysis of inservice education strategies by Joyce and Showers (1981) indicated that effective inservice training must provide ample time for participants to become engaged with several training components. These were described as acquisition of theory, practice and evaluation in simulated classroom conditions, and coaching under normal conditions until the skill or model is fully integrated into the teacher's repertoire. There is little evidence to suggest that many current inservice practices are having any long term, cumulative impact on teachers (Hersh, 1981). The Minigrant Program appears to approximate the attributes (theory, simulation, coaching) of effective inservice education as conceptualized by Joyce and Showers (1981) and might be useful both as a model and a focus for continued research on inservice education.

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APPENDIX

SLMTC
St. Louis Metropolitan
Teacher Center

G. Wayne Mosher, Director
Sharon Ealick, Assistant Director

Preparation of the Mini-Grant Application

The SLMTC Mini-Grant Program* allows teachers to design and develop their own educational projects. Mini-Grants are available for curriculum development and other types of inservice activities and workshops. Mini-Grants provide opportunities to secure funding for activities which are not otherwise offered by SLMTC or district level inservice programs.

Grants will be awarded in the amounts of $25.00 to $750.00 to cover all approved costs in the proposed project. Guidelines and application forms are available in the schools from SLMTC Building Representatives, Policy Board Members or from SLMTC.

The process of preparing a proposal begins with the "intent to submit statement". An intent to submit statement should be written in duplicate. One copy should be sent to SLMTC, and the other should be sent to a Policy Board Member from your district. This is for information purposes only and gives us some idea about the number of proposals we might expect. During the process of preparing the Mini-Grant proposal, the applicant is urged to contact the Mini-Grant Screening Committee Member representing that district for assistance and clarification. Completed proposals should be sent to the Policy Board Members in your district. Policy Board Members will review the proposal to make sure it is consistent with school district policy regarding curriculum, long range plans and release time. It is the applicant's responsibility to contact Policy Board Members about the time required for this process. Please make sure that your proposal is submitted far enough in advance so that they have time to review, sign and forward the proposal to the district representative to the SLMTC Mini-Grant Screening Committee before the stated deadline. Your district representative to the Mini-Grant Screening Committee may contact you regarding any additional information or clarification which may be indicated prior to actual review and funding decisions. Throughout this process, SLMTC urges the applicant to keep his building principal informed about the progress of the proposal. For additional information, see pages to follow and/or call 993-5858.

*Technically, this is not a "grant" program but rather a series of mini awards which are made on a competitive basis. We continue to use the term mini-grant as the program title since this was in the language of our original proposal which was funded by the Department of Education.

Criteria for Selection for Mini-Grant Awards

1. Potential to increase teacher-knowledge and/or skills in terms of learning needs of students.

2. Extent to which the goals are sharply defined and capable of being attained.

3. Extent to which project evaluation procedure can determine whether goals were met.

4. Appropriateness of size, scope and duration of project to secure productive results.

5. Practicality of cost in relation to anticipated results.

6. Extent to which proposed activity meets local needs not otherwise met by the district involved or Teacher Center program.

7. Potential to improve program for students.

Additional guidelines:

1. Equipment: generally, equipment costing more than $20.00 will not be allowed. (i.e. hardware, AV, photography, furniture)

2. Materials: proposal writers are STRONGLY encouraged to investigate district resources of paper, binding, duplicating materials, etc. SLMTC will endeavor to work with individuals who have modest material needs.

3. Travel: only travel expenses related to the final product of proposal will be funded. (i.e. slides, samples)

4. Limits: Applicant may be participants in other proposals but major author(s) on only one proposal.

5. Deadlines:

Submission of Application Date	Termination of Project Date
October 1	January 31
January 1	May 31
April 1	August 1

6. Release Time: (October 1 and January 1 deadlines only)
Any released time included in the proposal should be consistent with district policy.

7. Summer Proposals: (April 1 deadline only)
   a. A $25 honorarium will be paid to participants for each 6 hour day. This is only for proposals implemented during summer months.
   b. Summer proposals must be of short duration to be finished by August 1.
   c. Funding for an individual teacher cannot exceed 15 working days($375.00)

8. Conference Attendance: If the proposal involves SLMTC funding for applicant to attend a conference or convention, the applicant must agree to plan, develop and lead a minimum of 2 workshops based on information gained.

ST. LOUIS METROPOLITAN TEACHER CENTER

Proposal for Mini-Grant Project

Directions: Submit two copies to the Policy Board Member for signatures. Please keep an additional copy for yourself. Please type. Additional information may be attached. Be brief.

Name_____ District_____

School_____ Home Address_____

School Address_____ Zip Code_____ Home Phone_____

Zip Code_____ School Phone_____ Grade level/department_____

Deadline date_____

Signature_____

DESCRIPTION

I. Title (of project)_____

_____

II. Overview: Which best describes what will be produced by your grant?
a. curriculum document b. materials for classroom use c. inservice workshops
(Describe the tangible product that will result from this proposal.)

_____

_____

III. How was this need generated?_____

_____

_____

IV. What personnel are involved in determining the need? Include names, position, grade level._____

_____

V. What is the target group to be affected? (teachers/students, levels, number)

Teachers: Students:

level(s)_____ level_____

number_____ number_____

DEVELOPMENT

I. List the major goal or aim of the project._____

_____

_____

II. How will project be developed? _____

_____

_____

_____

III. How will the goals be evaluated? (Describe both quantitative and qualitative methods to be used.*)_____

_____

_____

_____

_____

_____

IV. Participants to be involved. (list as needed)

Name	Position	level(grade/dept.)

V. Where will activity be conducted?_____

VI. Who is responsible for the development of the project?_____

VII. When will activity be conducted?

Approximate dates (See page 2 for completion dates)_____

BUDGET Complete each item if applicable

I. Resource Person | Qualifications | Cost

_____ _____ _____

_____ _____ _____

Explanation:_____

_____

II. Travel:

_____ miles x $ .17 _____

Explanation:_____

III. Release time: (not applicable for summer work)

Number of teachers x substitute cost per day =

_____ _____ = _____

IV. Summer hours:

Number of teachers x $25 per day x number of days =

_____ _____ _____ = _____

(no more than 15 days per teacher)

* Quantitative methods would include test scores, feedback from questionnaires and evaluative checklists. Qualitative methods might include interviews with participants and observation of materials in use with students.

V. Other: Cost

_____

_____

Explanation: _____ _____

VI. Materials: list separately (i.e. slides, cassettes, paper)

_____

_____ _____

Explanation: _____

_____

Estimate cost of final duplicate copy for SLMTC _____

GRAND TOTAL _____

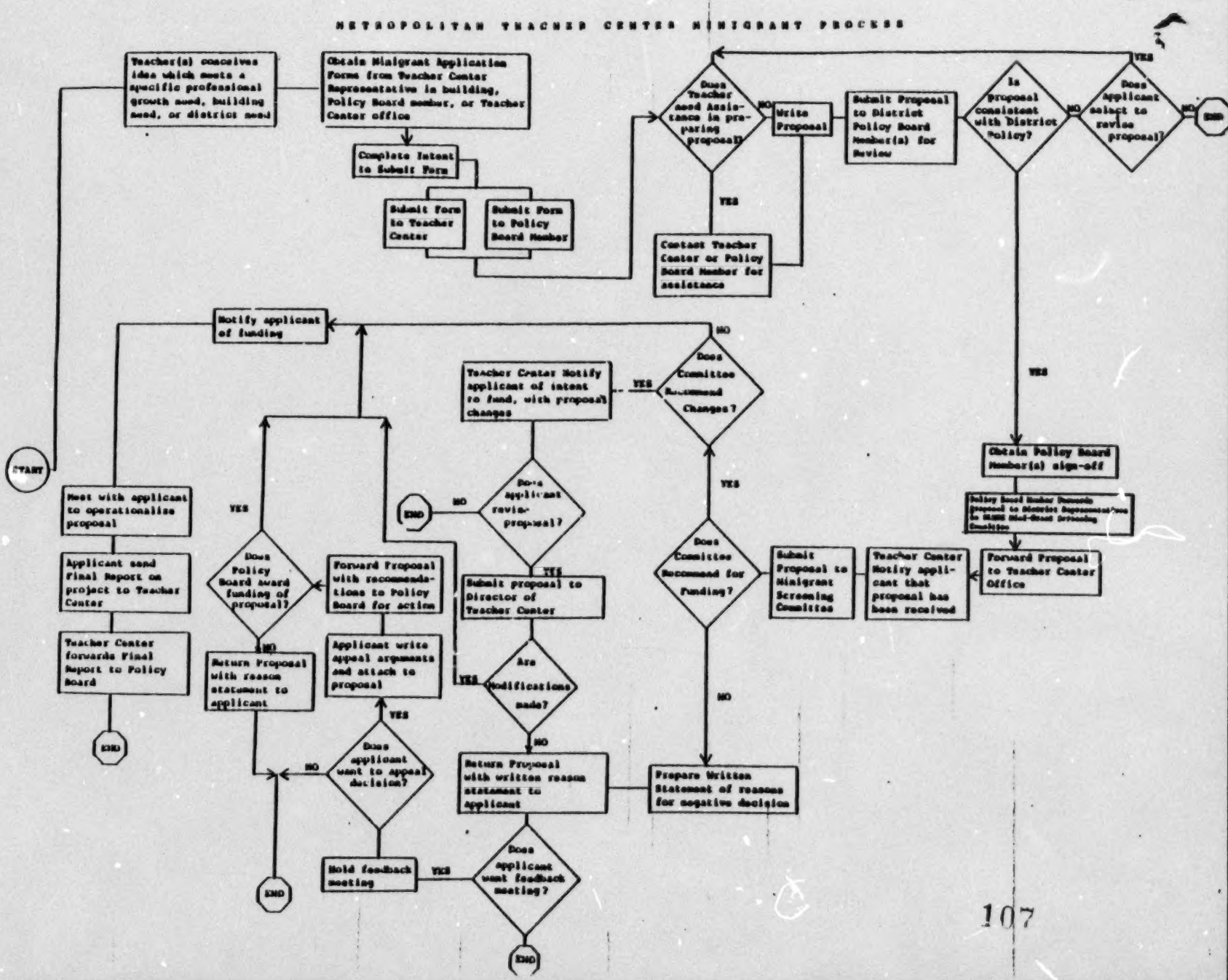
SIGNATURES:

_____ (
(
_____ (Signature of Policy Board Members
(
_____ (

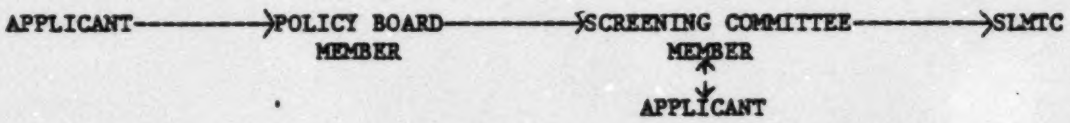
ATTENTION POLICY BOARD MEMBERS:

Please forward signed proposal to your district's representative to the SLMTC Mini-Grant Screening Committee.

Revised AP/PB, August 19, 1981


METROPOLITAN TEACHER CENTER MINIGRANT PROCESS
Teacher(s) conceives idea which meets a specific professional growth need, building need, or district need
Obtain Minigrant Application Forms from Teacher Center Representative in building, Policy Board member, or Teacher Center office
Complete Intent to Submit Form
Submit Form to Teacher Center
Submit Form to Policy Board Member
Does Teacher need Assistance in preparing proposal?
YES
Contact Teacher Center or Policy Board Member for assistance
NO
Write Proposal
Submit Proposal to District Policy Board Member(s) for Review
Is proposal consistent with District Policy?
NO
Does Applicant select to revise proposal?
NO
END
YES
YES
Obtain Policy Board Member(s) sign-off
Forward Proposal to Teacher Center Office
Teacher Center Notify applicant that proposal has been received
Submit Proposal to Minigrant Screening Committee
Does Committee Recommend for Funding?
YES
NO
Prepare Written Statement of reasons for negative decision
Does Committee Recommend Changes?
YES
Teacher Center Notify applicant of intent to fund, with proposed changes
NO
Notify applicant of funding
START
Meet with applicant to operationalize proposal
Applicant send Final Report on project to Teacher Center
Teacher Center forwards Final Report to Policy Board
END
Does applicant revise proposal?
NO
END
YES
Submit proposal to Director of Teacher Center
Are modifications made?
YES
NO
Return Proposal with written reason statement to applicant
Does Policy Board award funding of proposal?
YES
NO
Forward Proposal with recommendations to Policy Board for action
Return Proposal with reason statement to applicant
Applicant write appeal arguments and attach to proposal
Does applicant want to appeal decision?
YES
NO
END
Hold feedback meeting
Does applicant want feedback meeting?
YES
END

The SLMTC Mini-Grant Screening Committee will function with seventeen members in 1981-1982. The seven new districts to have representation on the committee were chosen by region. Certain Mini-Grant Screening Members will be responsible for two districts.



Applicants still send forms to their district Policy Board Members. Policy Board Members will forward forms to the Screening Committee Member representing that district. Screening Committee Members will then contact the applicants for clarification if necessary. The Screening Committee Members forward the proposals to SLMTC. For example, an applicant from Ritenour sends the proposal to their Policy Board Members, Helen Meredith and Marvin Tzinberg. After they have signed the proposal, they send it to Susan Lynch, Ritenour's Screening Committee Representative. She contacts applicants from Jennings and Ritenour for clarification about the proposals if necessary. Susan Lynch represents Jennings and Ritenour at the Mini-Grant Screening Committee meetings. The following list provides information about the Mini-Grant Screening Committee Members and the districts they represent.

Archdiocese	Virginia Mueller	Sacred Heart	831-3372
Clayton University City	Gloria Fay	Clayton Senior High	726-2550 Ext. 181
Epstein Hebrew Academy Ladue	Cleta Pouppart	Spoeds Elementary	432-4438
Ferguson-Florissant St. Charles	Janet Calcagno	Cross Keys Junior High	595-2219
Fort Zumwalt Missouri Lutheran	Paul Brauer	River Roads	388-0300
Fox	Mary Bueter	Fox Junior High	296-5077
Francis Howell	Neal Berry	Hollenbeck Junior High	447-5605
House Springs Lindbergh	Helen Schloss	Dressel Elementary	843-1212
Hazelwood	Louise Whittenberg	Walker Elementary	921-1111
Jennings Ritenour	Susan Lynch	Jennings Adm. Building	867-8900
Maplewood Normandy	Ralph Taylor	Washington Elementary	679-7736
Mehlville	Stephanie Maupin	Oakville Senior High	892-8800
Pattonville	Donn Quinn	Holman Junior High	739-5000 Ext. 225
Special	Barbara McEvoy	Special District Office	569-8244
Sullivan Washington	Jerry Bryant	Sullivan Middle	468-4033
Wellston	Izola Toy	Bishop Elementary	383-2090
Wentzville	Sue Salamon	Emil E. Holt Sr. High	327-8683